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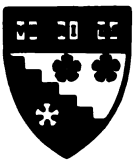

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THE ASSOCIATION REVIEW

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FRANK W. BOOTH, - - EDITOR
S. G. DAVIDSON, ASSOCIATE EDITOR

February, 1906

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THE REAL ROMANCE OF THE TELEPHONE, OR WHY DEAF CHILDREN IN AMERICA NEED NO LONGER BE DUMB.

BY FRED DELAND.

CHAPTER V.

MR. HUBBARD'S SECOND PETITION.

In 1866, Mr. Hubbard again prepared a petition to the legislature for a charter for a school for the deaf, but before presenting it called, in company with Lieut.-Governor Talbot, a brother-in-law of Miss Rogers, on Governor Bullock in the hope of enlisting his support. To Mr. Hubbard's great surprise the Governor informed him that he had received an unexpected message that morning from a gentleman offering to donate $50,000 to a school for the deaf, provided it should be established in Northampton. In his annual message, the Governor laid this generous offer before the members of the Legislature with a sympathetic recommendation that the initial steps be taken to provide a school for the deaf within the Commonwealth of Massachusetts.

When the appointments were made, a joint special committee, consisting of three members from the Senate and seven from the House was detailed to investigate the whole subject of "the education of deaf-mutes." This committee thoroughly studied the question, gave impartial hearings to both sides, and visited the American Asylum and the Chelmsford School. Its first public hearing was held on January 24, 1867, and the last on Tuesday afternoon, February 12.

At the first meeting Mr. Hubbard explained to the committee how his daughter lost her hearing, how her mother had faithfully striven to save the child's speech, how he had aided Miss Rogers in establishing her school and then said:

"The views that I have been led to adopt, from watching my own child, and watching the progress made in this school, are these: (1) That some deaf-mutes can be taught to articulate who are congenitally deaf; that is, those who have never heard. (2) That those who at an early period have lost their faculty of speech can be taught to articulate. (3) That those who preserve some portion of their hearing can also be taught to articulate. (4) That all, without great difficulty, can be taught to read from the lips.

"And another point to which I have been brought is this: that, as a general rule, wherever articulation is taught, the use of signs or of the manual alphabet should be entirely discarded. The fact that there have been in this country a few children taught to articulate is well known to the gentlemen from Hartford. That they have been taught abroad, more or less, is also admitted by the gentlemen from Hartford. We understand that they think that in Europe the teaching of articulation has not been carried to any great success, and that in the few cases where articulation has been taught with any degree of success in our own country, as in the case of my own child, and in the case of Miss Lippitt of Providence, it has only been done by considerable expense; and that it would be impracticable to teach articulation to deaf-mutes, as a general rule. From my own knowledge of the school at Chelmsford, I think the teaching can be carried on principally by females, and that so the cost of instruction can be very greatly reduced, so that the same number of scholars could be probably instructed with very nearly the same expense as at other institutions. It does not require any particular art or skill in the teacher to instruct deaf-mutes. That I know of my own knowledge. It requires patience and constant application. And I know this, too, from the education of my own child, that the more that child is brought into connection with children that talk and hear, the greater is her progress. And my belief is that if she had to be in an asylum with deaf-

mutes, she would soon lose all her faculty of articulation and of reading from the lips. She now plays with all the little girls, and goes to dancing-school, and, after a little while, it is our intention to send her to other schools with other children. I have thus stated that there were three classes of deaf-mutes who could be, in my opinion, taught this method of articulation. These three classes embrace, I believe, from one-half to three-fourths of the entire number of deaf-mutes in this Commonwealth; so that there are, therefore, a large number who could be reached by this particular method of teaching articulation. And it has therefore seemed to me that it was a plan which was to be thoroughly tried by this State, that we might see whether articulation could not be taught to these three classes. I think, from my own observation, that the two methods of instruction,—that is, by the use of signs, and by articulation,—cannot be carried on together. One must be taught to the exclusion of the other. Therefore it is not well to send a child who can talk, or who can hear somewhat, to the school at Hartford, where the sign-language chiefly is used to communicate instruction.... So far as signs are concerned, if you undertake to teach a child signs and the manual alphabet, you are, I think, undertaking to teach a child two languages; and I think it is hard enough for a person who has all his faculties to learn two languages at once. I should therefore confine the child to one language. I think, also, that if you undertake to teach the manual alphabet and articulation at the same time, you distract the attention of the child, and it would be more difficult to teach a child the manual alphabet than it would be otherwise...."

Concerning Miss Rogers' school Mr. Hubbard said:

"We think that you will not find, when you visit the school at Chelmsford, that the pupils there have learned less than those instructed the same length of time at Hartford. But, gentlemen, we do not wish that you should have any great expectations with regard to what you will see at Chelmsford. At Hartford they have fifty years the start of us. They have teachers who have had a life-long experience in the art of teaching this particular class of scholars; they know how to teach better than we do, and the instruction there cannot be compared with that at Chelms-

ford. This is a new school; neither of the teachers had any experience in teaching deaf-mutes before they began their little school. You may not be able, probably will not be able, to understand a single word that any one of the articulating scholars speaks; they may not be able to read a single word from your lips; and yet it is the beginning, we hope, of great things. We think you will find that these children, considering the infancy of the undertaking, have made some progress in learning. We think you will find that they have made a start, and that their future progress will be greater than it has been.

"What definite, what practical plan do we propose for the education of deaf-mutes? It is this, gentlemen. That you shall give to some gentlemen who will make the necessary application, a charter for the purpose of establishing one or more schools in this State for the instruction of deaf-mutes. That charter being granted, we propose to ask that the State shall make the same appropriation to scholars who may desire to go to these schools that they do to those who go to Hartford. We do not wish to begin on any great scale. We have no objection to having the age limited at first to those from five to ten years. We propose to continue the school now at Chelmsford, where semi-mutes and semi-deaf people, and those congenital deaf-mute children whose parents may desire to attempt their instruction in articulation, may be sent. Then we propose to open another school at Boston, where other deaf-mutes may be taught, perhaps by the language of signs (for we will not object to using any system by which we can teach the deaf-mutes, although I do not myself believe in the language of signs,) but using more the manual alphabet than signs. Then we propose to establish another school, if you please, in Northampton. Beginning in a small, humble way, we wish to see if we cannot teach these semi-mutes, if we cannot, by beginning at the early age of five years, restore articulation to those who have lost it, and fit them for some higher school—fit them, if you please, for Hartford; but, at any rate preserve for these young semi-mutes, their powers of articulation."

Mr. Hubbard's efforts were ably seconded by Dr. Samuel G. Howe, Mr. Frank B. Sanborn, Lieut.-Governor Talbot, and

others, while they were strongly opposed by a greater and more influential number who appeared to carry every influence at the start, and who insisted that Mr. Hubbard's views were contrary to all practice and all reason, that every experiment he suggested had been tried and failed, and that only the impracticable was offered. The Rev. Collins Stone, the principal of the American Asylum, in referring to articulation, said:

".... The gentlemen who have instructed deaf-mutes are perfectly familiar with it. They have considered it over and over again, and right in the face of all these instances of success which gentlemen have brought forward, the instruction of deaf-mutes wherever they are taught the English language, is carried on just as we carry it on now. They have brought forward nothing new at all. These very things we have met time and time again. At first, it was the general impression that these children should be taught entirely by articulation; it was supposed that there was some mysterious power in human speech. The first advocates of articulation had this idea; that you could not teach an idea by a written word or by a sign, but only by the vocal utterance of words. That was Heinicke's theory. Subsequent experience has shown that all that amounts to nothing; that we can just as well and just as distinctly teach ideas by signs to deaf-mutes as by vocal or written words. That was the Abbe de l'Epée's method, and the foundation of his system. But Mr. Braidwood, of Edinburgh, adopted this system of articulation. He was the most accomplished articulator the world has ever seen.... The fact is, that the schools in England and Scotland, without exception, embracing the opinions of Braidwood, commenced teaching the deaf-mutes to articulate, supposing that was the only way. The fact also is, that after giving this system a long, faithful and conclusive trial, they have abandoned it for the system of l'Epée—teaching the deaf-mutes by their natural language, the language of signs. It is very evident that Englishmen will never copy anything that a Frenchman does unless there is a very good reason for it; but this system they did adopt, and now there is no single institution in England that teaches articulation, except the London institution, and it is well known that a very large number of their pupils do not learn articulation.... We have investigated

this subject five different times. In the first place, Mr. Gallaudet, whose life shows him to have been a man of keen mind and practical judgment, in introducing a system of instruction into the country, selected the method of signs. He saw what articulation could do at Edinburgh and London. When he was there, the schools were taught entirely on that system. He also saw what the instruction was in France; and although there was some difficulty in regard to his obtaining a knowledge of the system pursued in England, yet if he had perceived that that was the way to instruct the deaf and dumb, there was no difficulty that would not have been overcome. He would simply have been obliged to spend some little time in a school in England as a scholar, and he would have done so cheerfully. But he saw the system of signs was much more effective, and selected that. He went on under that system for some years, and succeeded in educating a large number of deaf-mutes in a manner satisfactory to them and to their friends.... We hold, and we find by experience, that it is vastly more profitable to spend the time which our friends use in teaching a child to talk, to reproduce the sounds of the language, in teaching him ideas and cultivating his mind. This labor of teaching a child to talk is very great, and does nothing at all towards cultivating the mind of the child. It must be gone over with each individual. Sometimes day after day is spent upon one sound, and when the child is supposed to have learned it once, you have got to go over it again. It is labor simply on this artificial point—articulation. On that ground, if a child has lost his articulation entirely, and cannot hear at all, we hold that there is a better way of teaching him than by trying to teach him to talk. .... Until our friends can show us a generation of articulating deaf-mute children who can communicate as easily, and can go about and do their business as well, as these young men (the Hartford pupils), I think in fairness they ought to allow that they are mistaken in their notions.... The views of these gentlemen are right in the teeth of the experience of all practical teachers. Every experiment that has been suggested has been tried and failed; and these are only the old questions over again.... Our teaching is constantly by signs. *We do not pretend to teach by articulation.... We have no class in articulation....*"

Rev. W. W. Turner, the former principal of the American Asylum, said:

"We can never make hearing and speaking persons of these deaf-mutes. We can give them a measure of vocalization, imperfect to be sure; we can teach some of them to pronounce, parrot-like, words something in the way we do; but we cannot make them understand the use of vocal language, with its articulation, its emphasis, its point. *It never has been done, it never can be done....* In all the experience that we have had at the institution, no parent has ever brought a deaf-mute child to the institution—one born deaf, or who had lost its hearing in infancy—with a vocal language. Never has a parent established communication with such a child, even in the slightest degree, orally. No perseverance of the mother,—and we know how anxious mothers are that the little one shall speak,—no repetition of *mamma, papa, good boy, nice boy,* has been able to make the deaf and dumb child produce any vocal utterance in imitation of what the mother has said, so as to establish a system of communication between them, and enable the mother to make her wishes known to the child and to ascertain the wants of the child. It never has been done. No teacher in this country nor any other can cite an instance like that; but in nearly all cases, (I will not say in every case,) this other language of which I have been speaking, the language of signs, has been used as the medium of communication between the parents, and the brothers and sisters, and the deaf-mute child.... Articulation has never been a part of the regular system of instruction of the deaf and dumb, and *I hope never will be,* for I am firmly convinced that it is a comparatively useless branch in the education of deaf-mutes. In no case is it the source of any original knowledge in the mind of the pupil; in few cases does it succeed so as to answer any valuable end."

Mr. Sanborn presented letters from prominent deaf-mutes, all favoring a change in methods of instruction. Mr. Amos Smith, a deaf-mute educated at Hartford, and who delivered the address at the fiftieth anniversary of the opening of the American Asylum, wrote:

".... This sign-language tends more than anything else to form the mutes into a special class....it isolates them from

the hearing and speaking world.... I would have them taught *more* of written language, and let signs be one of the unknown tongues.... I would have the child trained to habits of self-reliance which he now so sadly lacks under his present treatment."

Mr. John Carlin, a graduate of Hartford, a deaf-mute poet of distinction, the orator at the dedication of the monument to the Rev. Thomas Gallaudet, "a miniature painter of decided merit," and who "in recognition of his high attainments as a writer, and of his earnest devotion to letters, was invited to deliver an address at the public inauguration of the National Deaf-Mute College at Washington, D. C., in June, 1864, and was on that occasion made a master of arts, this being the first instance of the conferring of a degree by the new college," wrote:

".... True, there are many mutes who are remarkably well educated, and write with rapidity and grammatical accuracy: but it must be remarked that their superior attainments are attributed not to the boasted excellency of the system of instruction but to the uncommon brightness of their minds, and their industry and diligence in study, more particularly *after their graduation.* It must be borne in mind that the number of such is by no means great. At the school hardly over five out of two hundred pupils are annually found familiar with the principles of the English grammar, and the rest are more or less deficient in written languages. This is a stubborn fact, and one indeed far beyond dispute. Now, it may be asked how this deficiency is caused, and I can safely answer, by *their excessive use of signs, always encouraged by their teachers,* who declare, no doubt honestly, that the sign-language is the deaf-mutes' natural mode of communication.... Seeing that the old system, both educational and religious, has taken root so deeply in the old institutions that any new system could not be fairly tried by them, Massachusetts is earnestly urged to become the pioneer of the new way for her mute children to the desired goal, and I am sure that the other States will follow her noble example by establishing *new* and *better institutions.*"

Mr. Sanborn presented letters from other deaf-mutes, and at the closing session handed in a series of resolutions unanimously

passed at a meeting of deaf-mutes, held in Boston the previous evening, favoring instruction in articulation, and reading, in part, as follows: "That the early education of deaf-mute children is regarded by us as of great importance, and we would earnestly favor any plan by which these children could be taught as other children are in schools in their own neighborhood."

In concluding, Mr. Sanborn made an eloquent plea that Massachusetts educate her deaf-children in small schools established within her own borders, citing individual cases of instruction in articulation and presenting statistics to substantiate his argument. Dr. Howe, Mr. Talbot and others also made addresses and urged action along lines similar to what Mr. Hubbard had suggested.

Referring to the Chelmsford School, the committee reported:

"Miss H. B. Rogers, who has a private school for deaf-mutes at Chelmsford, having signified a willingness to give any information in her power to the Committee, was asked several questions, in reply to which she said:—In my school I have not been able to test how many pupils can be taught articulation at one time. My pupils are all of different capacities, and have been brought to me one at a time, except in one instance, when I had two pupils brought to me, one a congenital mute, and the other, one who lost his hearing at five and one-half years of age, and had been deaf two years. He had no means of understanding others, but remembered to talk. Of course these children had not had the same opportunities, but they neither of them understood anything from the lips. The little boy who became deaf at five and a half years old, spoke, perhaps, four or five words; I remember he knew the words 'father' and 'mother.' One young man came about three weeks after that, who lost his hearing when seven years of age, but remembered to talk; and two other children, one a little girl of five, and the other a little boy of eight, came near together, but there was such a difference in their ages that they could not be taught at the same time, so that I have had no opportunity to test the question how many can be taught together. I have seven pupils in all, and teach by articulation entirely. I have one assistant. We are obliged to be mother and nurse, as well as teacher, and that care is much greater than that

of teacher. Four of the pupils are together in arithmetic adding numbers. I see no reason why, in a class like that, ten or fifteen could not read from the teacher's lips at once. When I begin to teach articulation, I teach each child separately, as in the common schools. There you must point to each letter, and ask each child separately what it is. You must pursue the same course with the deaf. I can teach several to pronounce the sound of a letter at once; I do not know how many, because I have never had an opportunity to test it.

"The congenital deaf-mute I spoke of knew nothing of articulation—he had never articulated a word. He came the first day of June last. I placed him before me and breathed upon his hand, and taught him to breathe upon it. When he could do that, he had the power of the letter *h*. The first day I gave him the power of five letters, but he could not articulate either of them aloud. The second day, I think it was, he articulated one or two of those letters aloud; and the third day I taught him his first word—*pie*. He repeated it many times before he made an audible sound, but he did once or twice that day repeat the word audibly. He knew four words when he came to me, as I have stated, when he saw them in a book, and he could also write his own name, and knew it when it was written. He did not know the letters of it, but imitated his name when it was set for a copy; and I do not know but he could write the names of two or three of his family at home."

Asked if she made use of the finger-alphabet, Miss Rogers replied:

"I see no reason for the use of my fingers, if there is perfect communication between me and the pupil. I do not need to use my fingers to tell a child how to pronounce; I cannot do it to nearly so good advantage as with the lips. If the child is familiar with the different sounds of the alphabet from my lips, I can give the pronunciation of a word with them; but it is very difficult to give the pronunciation of a word with my fingers. I tested this somewhat when I took the little girl I have had with me two years. She lost her hearing when she was three and one-half years old, and the only word she could articulate when she came to me was the word 'boy.' That was all the communication

between us. I thought this would afford me an opportunity to give articulation a fair trial. I knew nothing of it, except that it had been tried abroad; but I thought that what had been done abroad could be done here. I visited a lady in Providence who had taught articulation to her deaf child, got what information I could from her, and went home. I found, after the little girl had been with me two months, that the finger language was so much more definite than reading from the lips, that she was not satisfied unless the finger alphabet was used, and that the two systems could not be used together. I then took her and went to visit her parents, and told them they must decide which system they would choose. My preference was for articulation. They decided upon articulation. Then, just as soon as she could make any articulate sound for the words she had learned on the fingers, I obliged her to give up the manual alphabet, and now she knows nothing of it."

The Chairman: "Do you agree with Dr. Howe, that you would teach the manual alphabet as supplementary to articulation?"

Miss Rogers: "I should have no objections, after the child was well taught to articulate. There are times when it is convenient to use the finger language, and I see no reason why it is any more objectionable for a mute to know the finger language than any other person."

Mr. Dudley: "Do you use the pen or pencil at all?"

Miss Rogers: "Never to give instruction. There is no necessity for it. If we teach a child a new word, we teach him to write it at the same time."

The Chairman (to Miss Rogers): "You would not use the manual system, because you think the pupils would then give less attention to articulation, not because you could not educate them quicker by uniting the two systems?"

Miss Rogers: "I do not think you could educate them so quickly, because their attention would be distracted. With the system of articulation, their attention is fixed entirely upon the lips; they have no connection with the hand. If both systems were taught, they would be thinking of both, and I think it would divide their attention, and they would not advance so rapidly."

On March 1, 1867, the committee visited Miss Rogers'

school at Chelmsford, and appeared pleased with the many evidences of progress presented. Yet the general sentiment was probably mirrored by the correspondent of the *Boston Daily Advertiser*, who wrote:

".... Miss Rogers, the founder of the school, is a young woman of marked ability—a cultivated, patient, untiring enthusiast—who believes in her system and does not believe in failure. .... There are only six pupils under her charge.... This admirable teacher should be sustained and encouraged; but it may well be questioned whether the evidence yet produced warrants any radical change of method...."

One point brought out by Mr. Hubbard was that the original plan on the formation of the school at Hartford, was to have the oral method adopted. He said: "Mr. Gallaudet, who was the originator of the institution—one of the best men, probably, that ever lived, but, as was said by one of his oldest friends, 'a good, rather than a great man; deficient in boldness and originality,'—was sent abroad for the purpose of becoming acquainted with the system of instructing the deaf-mutes. He went, in the first place, to Dr. Watson's school, London, where the system then taught was articulation. He applied for admission in order to learn their system, but was refused. He then went to the school at Edinburgh, where articulation was also taught, but where they would not receive any persons whatever as teachers. He was, therefore, cut off from these articulating schools, and was forced to go to Paris, where the system of De l'Epée and Sicard was in operation, which was the system of signs. It was, therefore, by an accident entirely that he went to Paris, and was instructed in the method of signs."

To this statement Mr. Stone replied: "I think Mr. Hubbard is slightly mistaken. Mr. Gallaudet was not forbidden to acquire the method practised in England, but certain restrictions were placed upon him which were not agreeable. They did not object to his learning the system and bringing it to this country, but he would have been required to spend a certain length of time in the institution. If he had thought that system the best, he would have submitted to the requirement."

In this connection it is interesting to note that the first funds

contributed by the sixty-six original subscribers, in May, 1815, "for the purpose of defraying the expenses of the Rev'd Thos. H. Gallaudet to Europe, that he may acquire the art of instructing the deaf and dumb in an institution to be established in the town of Hartford," were probably given on the understanding that "on his return" there would be established "a school for the exclusive purpose of instructing the deaf and dumb, in the various ways which the nature of the case will admit, and prepare them for usefulness in this life." An appeal to the public was made through an editorial which appeared in the *Connecticut Mirror*, May 22, 1815, and copied in full by the *Hartford Courant*, in its issue of May 24, 1815, soliciting "the pecuniary aid of those who are inclined to promote the proposed object." Therein it was clearly stated: "However much it may surprise those who are unacquainted with the subject, it is a fact capable of the most satisfactory proof, that the deaf and dumb in Europe have been taught not only to read and write and understand written language with accuracy and precision, but, in some cases, to understand spoken language, and to speak themselves audibly and intelligibly." And to clinch its argument in favor of the proper education of the deaf, the editorial closed with "an extract from an account of the London Asylum for the deaf and dumb," reading, in part: "Visitors may there see children in all the progressive stages of mental improvement....acquiring with the use of language, a participation in the comforts of social intercourse and in the consolation of Christian hope."

Yet four years later, in the third annual report of the American Asylum, dated Hartford, May 15, 1819, it was stated that "the mere improvement of the pupils, however, in intellectual knowledge has formed but a part of the plan which the principal and his associates, together with the superintendent and his lady have pursued. The original design of this Institution was to make it the *gate to heaven* for those poor lambs of the flock who have hitherto been wandering in the paths of ignorance, like sheep without a shepherd.... It was necessary to send abroad for a knowledge of the art of instructing the deaf and dumb. This art must be communicated to others. It must in some measure be accommodated to the peculiar structure and idioms of our lan-

guage. All this demands new teachers, time, patience and labor. .... *Articulation is not taught.* It would require more time than the present occasion furnishes, to state the reasons which have induced the principal of the asylum and his associates not to waste their labor and that of their pupils upon this comparatively useless branch of the education of the deaf and dumb. In no case is it the source of any original knowledge to the mind of the pupil. In few cases does it succeed so as to answer any valuable end...."

Not only was it understood in the inception of the movement to establish an asylum at Hartford, that the deaf would be taught speech and speech-reading, but the same belief prevailed among those who promoted the public meetings, held in 1816, "to consider the propriety of establishing a school for the deaf in New York City." At "the fifth meeting of citizens held January 14, 1817," a long report was read which was published in full in the *Commercial Advertiser*, of January 18. In part, that report reads as follows: "The Committee appointed by the public meeting of citizens held on the sixth of December, 1816, at the Mayor's office, for the purpose of obtaining information respecting the number of deaf and dumb in this city, have made diligent inquiry on the subject, and are enabled to report, that forty-seven persons of this description have been ascertained to be in the city.... Such persons should not be called dumb, since, in the common acceptance of the word, they would be considered incapable of instruction, which is far from being the case.... With respect to the manner of teaching them, your Committee have made some inquiries, and are satisfied of its practicability. There are two methods which have generally been adopted—the first teaches them to write, read and understand; but, in order to communicate their ideas, significant signs are employed, by which the deaf can converse with one another with great intelligence—but, to be understood by others, and understand in return, the communication must be written.... No person unacquainted with these signs, can hold converse with them.... The other method of teaching the deaf and dumb embraces the whole of the advantages of the first, and superadds that of speech.... How far it may be practicable to teach the deaf and dumb to speak, your

committee cannot pretend to say—but, from the whole view of the subject, they would respectfully recommend that measures be immediately taken to establish in New York a school for their instruction—and which is submitted in behalf of the committee.

John Stanford, Chairman.

Sam'l Akerly, Sec'ry."

The first report of the New York Institution, 1818-1819, dated January 1, 1820, contains a valuable report from Dr. Samuel Akerly, dated December 23, 1819, covering his investigations into the cause of deafness of sixteen male pupils, his treatment in each case, and his conclusions, that while seven were hopelessly deaf, six "have their hearing improved, and are in a fair way with practice to use spoken language"; one "will be cured of ulcerated ears, though his hearing may not be restored," and in two cases "some hopes are entertained, and their hearing will be improved." In other words, this report of good Dr. Akerly shows that in the inception of the movement to educate deaf children in New York, the oral method was employed, female teachers were employed, and systematic efforts were made "to ascertain the actual condition of the organs of hearing," just as Mr. Hubbard endeavored to bring about fifty years later, and then met with the most strenuous opposition from the representatives of these very schools.

In December, 1816, following the public meetings held in New York, the establishment of a school for the deaf was advocated in Philadelphia. One writer in Poulson's *American Daily Advertiser,* of December 14, 1816, after referring to the action taken by the New York committee, quotes Dr. Johnson's indorsement (1773) of Braidwood's Academy in Edinburgh: "There is one philosophical curiousity to be found in Edinburgh which no other city has to show—a college of the deaf and dumb, who are taught to *speak,* to write, and to practice arithmetic by a gentleman, whose name is Braidwood.... They not only *speak,* write, and understand what is written, but if he that speaks looks towards them, and modifies his organs by distinct and full utterance, they know so well what is spoken that it is an expression scarcely figurative to say, they hear with the eye...."

Then this advocate continues: "Does not the above statement most incontrovertibly prove the importance and necessity of establishing in this city (as proposed) an institution which shall teach the deaf and dumb to understand vocal speech and to utter articulate sounds, thus restoring them to the pristine dignity of humane nature, and re-integrating them in their proper condition as intellectual beings; an institution which shall instruct these unfortunate objects of an enlightened benevolence in the improved manner now pursued by Dr. Watson, of Edinburgh? Would not such an establishment be worthy of a city which has done so much to promote and patronize the arts and sciences?"

Admitting that these details have no direct bearing on the action of the committee appointed by the Massachusetts legislature, they are of interest in indirectly showing how completely the sign-schools had, in 1860-1867, impressed the public in general and the legislatures of the respective States contributing to their support, that the only proper method of instructing deaf-children was in the use of the sign-language, and that it was a waste of time and labor to teach articulation.

Incidentally it may be added that full details of the inception of movements in Hartford and New York, to educate deaf children, will be found in the invaluable "Historical Notes Concerning the Teaching of Speech to the Deaf," contributed to the Association Review by Dr. Alexander Graham Bell. (See Indexes of Volumes II, III, IV, V, and VII.)

While awaiting the report of the committee, Mr. Hubbard prepared a pamphlet of thirty-six pages bearing the title, "The Education of Deaf-Mutes: Shall it be by Signs or Articulation?" This pamphlet was printed in Boston and generally distributed to all the influential journals, organizations, etc., in New England, and is said to have been instrumental in arousing public sentiment in favor of a thorough trial of the oral method. The chapter headings in this pamphlet are: "How Signs were introduced into this Country," "The American Asylum," "Sign Language," "The Hartford Test Applied at the School of Miss Rogers in Chelmsford," "Articulation," "Early Education of Deaf-Mutes," "Number of Deaf-Mutes," "The Articulating School of Miss Rogers," "Conclusions." Under date of March 29, 1867, the

Boston correspondent of the *Springfield Republican* refers to this pamphlet, stating that "Mr. Hubbard defines and describes the different methods of teaching the deaf-mutes, and gives some amusing instances of the inefficiency of the Saxon language. He does not speak so hopefully of the success of Miss Rogers as he might do—perhaps because he would avoid the appearance of exaggeration—but the details that he publishes are very satisfactory."

CHAPTER VI.

How the Women Helped to Win.

In after years, Mr. Sanborn, while publicly recounting the difficulties that Mr. Hubbard faced "when the sign-schools had possession of everything in America," said:

"The teachers of the sign-schools themselves, having tried speech, as they said, and some of them having done so honestly, had decided that the oral method in America was impossible. They even went so far as to say that it was dying out in Europe, which, of course, was a mistake. They had possession of all the means of instruction, they held all the avenues of approach to legislative bodies; but they had, as all privileged bodies are apt to do, made one mistake—they had *omitted women from their system.*"

An influential member of the committee of 1867, was the Hon. Lewis J. Dudley of Northampton, who, as a member of the legislature is said to have cast his influence against the granting of Mr. Hubbard's petition in 1864. Mr. Dudley's only child was a deaf-mute who had received instruction by the sign language at the American Asylum and was considered "one of their brilliant pupils"; for "the advantages of the sign-method were all displayed in her case." At that time Mr. Dudley was so thoroughly imbued with the false beliefs regarding articulation for the deaf which then permeated all circles of society, that he openly declared that he would not have his daughter taught speech, because, he said, "her voice would be so disagreeable to me and to her mother that we should feel worse than we do now. I won't have her instructed by this new method."

Fortunately for Theresa, Mrs. Dudley, although not believing that children born deaf could be taught speech and speech-reading, had earnestly striven to teach her daughter without the use of signs, and with the aid only of the manual alphabet and writing. That is, Mrs. Dudley "had used only the English language," as Miss Rogers has stated, "in order that Theresa might acquire an extensive vocabulary and English idiom; that during her two and a-half years' instruction by signs at Hartford her mother was constantly talking with her in alphabetic language out of school, so that when Theresa began the study of articulation her knowledge of language and its proper use was far superior to that of a majority of pupils."

Mr. Dudley visited the Chelmsford school and observed the progress the pupils were making. In answer to his questions whether speech and speech-reading could be taught to his daughter, then thirteen years of age, and who was born deaf, Miss Rogers replied that experience only could tell. Mr. Dudley was skeptical of permanent beneficial results, but Mrs. Dudley and Theresa remained in Chelmsford for a few days, spent much time in the school and Miss Byam taught Theresa two or three words. Returning a few days later, he was greeted with a word of welcome by the very child whom he had declared in 1864, never could talk because she was born deaf. A few years later (in 1870) Mr. Dudley said: "She was sent to the school to learn to read the lips, and I had no more idea that she would learn to talk than that I should receive the gift of tongues! She had a pet bird by the name of Fanny which would obey her behests in a marvelous manner. When she had been in school about three weeks she came into the parlor one day and said to her parents, with perfect distinctness, 'I can say Fanny!' Saul of Tarsus was not more surprised by the voice from Heaven than were these parents. Here was something from Providence! Here was a possibility for congenital deaf-mutes! Here was a lesson for a skeptic, and such I had been. I had almost ridiculed the idea of teaching a child born deaf to talk, and I had spoken in terms not over-respectful of certain men whom I regarded as visionary, utopian, and wild. I ceased to be a skeptic, not to say a scoffer, and began to side with Providence. My daughter went on to talk. Where,

for thirteen years, there was perpetual silence, there is now perpetual music."

And, in October, 1868, Harvey P. Peet, eminent as an accomplished instructor in the sign-language, after visiting Clarke school, wrote: "Miss Dudley is a rare and peculiar instance of success in teaching articulation and labial-reading to the congenitally deaf. She had been taught through signs and the manual alphabet for a considerable time at home, by Miss Edwards, a graduate of the American Asylum, by Miss Blauvelt, a graduate of the New York Institution, had been two years at the institution at Hartford, and had been under instruction by articulation at the Clarke Institution a little over a year. Her articulation was labored and slow but intelligible. I saw and heard her converse with her mother at a distance of ten or twelve feet, and in a manner to be understood. When it is considered that she was thirteen years old when she came to school, having previously been taught to articulate a few words only, her case certainly presents one of the most remarkable examples of success in teaching articulation, I ever heard or read of. From some rare peculiarity of temperament and mental organization, *she seems to prefer speech to signs.*"

Crystallized in that last sentence is the delusion that appeared to have taken possession of every educational institution in the country, when Mr. Hubbard began his battle for speech and speech-reading as a medium of instruction for deaf children; and it was reflected in the reply of a leading instructor of the deaf, when conversing with Mr. Hubbard's daughter: "But she will lose this beautiful language of signs."

Concerning Miss Rogers' school, the committee reported as follows: "If anything would have induced your committee to become partisans, it would have been the success of Miss H. B. Rogers, who with her assistant, Miss Byam, has been for a few months conducting a school of six or eight pupils at Chelmsford, teaching only by articulation and lip-reading. She has a native energy, and an enthusiasm for a new work which does not recognize the possibility of failure. A visitor has said: 'Her strong faith and her determination to succeed render what would, under other circumstances, prove the severest drudgery, a labor

of love.' The attainments of the children in the few months that they have been under her care are surprising and encouraging. Her success is another proof of a truth which our late war has developed, that woman has more energy, tact, perseverance and capacity than have heretofore been acknowledged."

There remained other opponents to win over. So the late Mrs. Josiah Quincy, then residing on Park street, sent out several hundred invitations to a reception at her beautiful home. Many of the members of the legislature were present in the drawing-room when Miss Rogers, at the request of Mrs. Quincy, gave several illustrations of the proficiency attained by her pupils, causing the members to marvel at the miraculous results. Then a spirited conversation was carried on between Roscoe Green (of the Chelmsford school) and Jeanie Lippitt (of Providence, taught by her mother), both entirely deaf, concerning such happenings in the cities of Newport and of Providence, as children of thirteen and fourteen would be interested in. The members could desire no better proof of the fallacy that speech would in no wise benefit the deaf, for they beheld these young people conversing in the same manner as hearing children. Mr. Sanborn states that this conversation so ingenuously planned by women, "won fifty votes in five minutes."

Under the date line of Boston, March 29, 1868, C. L. B., the correspondent of the Springfield Republican, wrote:

"Much has been said in the newspapers, and more in private circles, of late, about the singular experiments and gratifying success of Miss Rogers, of Chelmsford, in teaching the dumb to speak; but nothing had prepared the public in general for the extraordinary exhibition which I have just been witnessing in the drawing-room of Mrs. Josiah Quincy. This lady, always interested in good works, today opened her house to the pupils of Miss Rogers. (It was) attended by hundreds of ladies and gentlemen, State officials, members of the Legislature and of the city government, clergymen, teachers and Notaries of social science. These were the spectators; the objects of interest were the six pupils of Miss Rogers, mostly young children, and the two charming girls, one from Cambridge (Mabel Hubbard), the other from Providence (Jeanie Lippitt), who had been taught in the

same manner, (at home). Jeanie Lippitt is now fifteen, perfectly deaf, and yet able to carry on a conversation with her own family almost as rapidly as hearing children do. I never saw anything more interesting than the chat she had with Roscoe Green, a lad of eighteen who lost his hearing at the age of seven and who has been taught to read the lips by Miss Rogers within the last eight months. They sat eight or ten feet apart, talked and laughed about Providence, (the home of both), Newport, the iron-clads there, the studies of their schools, the pleasures of vacation, etc. Neither of them could hear a word, neither of them used a sign or a letter of the finger alphabet, yet they read from each other's lips the 'small talk' of young people as fluently as they had read more serious things from the lips of their teachers and friends. The younger pupils of Miss Rogers spelt words and sentences, wrote them from dictation, counted the numbers above a hundred, ciphered out little sums on their little slates, and went through the whole of the pretty gamut of their school attainments —not hearing a word, nor using the sign-language or the finger alphabet, but reading everything from their teacher's lips. There seemed to be but one voice among all who were present that the undertaking of Miss Rogers was a most praiseworthy and successful one, and ought to be encouraged by the community and the State. As the honest country members wiped their eye, I fancy they saw more clearly what was their duty towards a Massachusetts woman struggling against many obstacles to give her unfortunate pupils the best instruction their condition will allow. Their skepticism melted away as mine did."

By request, Mrs. Hubbard appeared before the committee with Mabel, and in reply to questions stated that she endeavored to keep Mabel "with other children, as much as possible; that Mabel went to dancing-school with other children, took part in all their games, and her own desire was to be with other children and like other children as much as possible; that since she had been in the Senate Chamber she had asked why the deaf-mutes did not speak with the lips as she did, for she thought it was a great deal better to talk with the mouth than with the fingers; that the children of the neigborhood played with her as pleasantly and happily as possible, they understanding her and she them,

she making no more signs than other children do, so that it often might be difficult to select the deaf child; that, at the time she lost her hearing, she did not know all her letters, and pronounced very few consonants, that their children had all spoken very imperfectly, a little girl younger than Mabel, five years and a half old, not pronouncing the letter *s* at all; and Mabel's pronunciation was quite as imperfect before her sickness."

In after years, Mabel in stating that "at that time the deaf were truly dumb—extraordinary beings whose sometimes graceful, more often uncouth gestures and facial contortions made them in public places objects of curiosity, sometimes of pity, at others of ridicule; always things strange and apart," said: "I well remember my own feelings of awe, not unmixed with horror, when I first saw some of these strange people. I was then a little deaf child myself, between whom and the inevitable doom of becoming like these, there stood nothing but a father's courage and determination and a mother's infinite love and patience. But for these my fate had been sealed."

Mabel's governess told the Committee that she "never saw a deaf-mute until she saw this little girl; she had had Mabel from nine to two every day, with four other children, who had learned their lessons and recited them entirely separate from her, and she had not devoted any more time to her out of school than to any other child; that she repeated the Lord's Prayer in concert with the other children every morning, and in the exercise of singing, although she did not sing, she repeated the words at the same time with the other children."

Several questions in arithmetic and geography were then asked Mabel, "which were answered promptly and correctly, and with a bright, intelligent expression of countenance. She also read a short passage from a school-book, and answered some simple questions in history."

Mr. Hubbard submitted a letter to the committee from Miss A. M. Ireson, one of the public-school teachers in Cambridge, who had been requested to examine Mabel. Miss Ireson was entirely unacquainted with the Hubbard family, and Mr. Hubbard said, "had never been to our house before the day she came to make this examination of our little girl." She wrote: "I have

been exceedingly interested in examining little Mabel, and I am happy to say that she will compare very favorably with children of her own age, and is somewhat in advance of the average of those of ten years, (Mabel is nine,) who have come under my instruction. I am surprised at the readiness with which she reads from the lips, as I have never talked with her before, and she understood the questions without difficulty."

Mrs. Horace Mann contributed many details of visits to schools for the deaf which she and Mr. Mann had made in Germany, and aided in other ways, both directly and indirectly.

Through Miss Rogers, Mrs. Lippitt presented a detailed account of the method she adopted in teaching her daughter Jeanie, who lost her hearing at four years of age, writing: "....We used no means except articulation from the commencement, being particularly directed in this by Dr. Howe. Although now speaking well and pleasantly, she improves in distinctness and fluency, as we observe ourselves, and as our friends remark to us, who meet her occasionally. Her studies at present are arithmetic, English history, geography, grammar, composition, physiology and reading. The last I mention because it is a study in articulation, and of great importance to her. We allow for that study one hour each day. In arithmetic, she has passed through, understandingly, simple proportion of Greenleaf's, and has commenced compound. In grammar, she is parsing in Paradise Lost. In composition, her standing is fair. She has just commenced Goodrich's History of England; has studied the history of the United States. These studies she has pursued alone with her teacher, reciting verbally, of course. The study of physiology she has recently commenced at a private school, (which she has attended for some time for drawing, writing and gymnastic exercises,) in a class of twenty girls, many older than herself, and is doing well, understands the teacher's explanations, answers any questions put to her, and is able to read upon the lips of the young ladies a good part of their recitations.... Perhaps you would like to know that she is able to make herself a great favorite with her companions, being sought constantly, and we are obliged to decline all invitations for her for any days except Friday evenings and Saturday, on account of her studies, and

that with all these young people with whom she associates, she communicates *only with the lips.* If any account of Jeanie can induce any one to attempt this very much improved mode of teaching deaf persons, in preference to the old system, I will at all times be most happy to furnish any facts."

CHAPTER VII.

The Committee's Report.

Four months after its first public meeting, the joint committee reported to the Senate, on May 27, 1867, that most of the "committee had entered upon the investigation almost entirely unacquainted with the methods of deaf-mute education, and therefore comparatively free from predilections.... The testimony annexed will show the radical difference of opinion in regard to the two systems, entertained by those, throughout the world, who are most versed in the instruction of mutes; and the controversy has been going on between them more or less for two centuries. The large attendance at the hearings, and the comments of the press in and out of the State, exhibited an unexpected public interest in the question."

The committee found that for nearly fifty years Massachusetts had been sending her deaf children to the American Asylum at Hartford, 515 in all, "of whom 486 received aid from the State," and that Massachusetts then had 101 children there, or nearly one-half the total number then at the asylum. "With the exception of one year, aid was confined to pupils between fourteen and twenty-five years of age until 1843. In that year, it was extended to pupils from eight to twenty-five, and so continues. The term, except in special cases, was limited to four or five years, until 1843, when it was increased to six years, its present length. In 1853, the governor was authorized to extend the term two years to not exceeding six pupils to enter the high class." The average annual appropriations for the four years, 1864, to 1867 inclusive, for an average of ninety pupils from Massachusetts, was $15,000, or $167 per pupil.

"Your Committee find the deaf-mute pupils of the State included among the 'dependent classes.' In this connection they

desire to say, that the policy and practice of the Commonwealth is, to give every child an education, and attendance upon school is compulsory between certain ages. No exception is made as to his ability or infirmity, and the doors of a school are open in every district to every child. But the teacher, representing the State, finds at the door a deaf-mute child, whom he is incompetent to teach, or to whom he is unable to devote time enough to teach. His heart is full of sympathy, and he says to the child: 'God has denied to you the power to acquire our system of education, or rather, has denied to me the ability readily to adapt our system to your infirmity, or to inaugurate and carry out a system fitted to your necessities. But you have a right to an education, nevertheless.'

"The Commonwealth recognizes this right, but says: 'While it is neither economical nor convenient to teach you at home, we must not deny to you the privileges accorded to other children, and will send you to an institution adapted to your necessities'; and so the child becomes a 'ward of the Commonwealth.' He is a ward, just as much, and no more, than any other child attending a public school. True, it may be said, we 'support' the child during his term at the Asylum; but need we do so if we educate him as we do other pupils, at his own door? His parents would then provide for him as they do for their other children. For our convenience, and for economy's sake, we adopt a special course to educate him. The parent pays his portion of the school tax. We deprive him of the society of his child, loved the more because of his infirmity, but we ought not longer to call that child a charity pupil.

"With these views, as the care of the Commonwealth over her deaf-mutes seems to be for purposes of education, and not of support, your Committee will recommend that they be hereafter under the supervision of the board of education, who have charge of the educational interests of the State.

"This recommendation grows out of the views heretofore indicated, and of the frequent complaint that this class of pupils are now associated in an annual report with the paupers, criminals and charities of the Commonwealth. But we desire most emphatically to state, that we intend by this recommenda-

tion no reflection upon the board of state charities, who have hitherto had this care.

"We trust we shall never forget what the chairman of that board, Dr. Howe, has done for Massachusetts, for the world, in his devotion to the interests of suffering humanity everywhere. We would not dim the lustre of a noble life by even an apparent criticism. He disclaimed before the Committee any intention of being connected with a new institution of deaf-mutes if it be established; but in what he has done in this work we believe he has been influenced by the demands of duty, the welfare of the mutes and the best interests of the State.

"And we are glad to recognize the constant devotion of the secretary of the board, Mr. Sanborn, to a service which few would undertake, and in which few would find success. His laborious research in the field, not readily accessible, which is now under consideration, deserves especial notice. He will be willing to wait for the future to do justice to what he has done and is doing....

"Your Committee are entirely agreed, that deaf-mutes should have an opportunity for earlier education than is now afforded at the Hartford Asylum. The two younger classes there now average eleven and twelve and a quarter years. While the managers of that institution believe that home influence is best until a child is eight years of age, we are by no means certain that they would not consent to receive younger pupils, if our State did not limit the term to six years...."

The Report concludes: "Your Committee recommend the passage of the accompanying Bills, which provide: (1) For the incorporation of an institution for deaf-mutes at Northampton. (2) For the primary instruction of younger pupils than are now received at the American Asylum. (3) For a longer term of instruction than has heretofore been allowed to pupils aided by the State. (4) For an additional appropriation to enable the governor to answer the existing applications of pupils requiring State aid. (5) For the supervision by the board of education of all deaf-mute pupils aided by the Commonwealth."

When the report was read its adoption was fought by an opposition so strong, that had a vote then been taken, the

measure might never have passed, but at that moment Mr. Lewis J. Dudley arose, explained how he had opposed Mr. Hubbard's movement in 1864, because, being the father of a deaf-born child he then believed that it was "absolutely impossible to teach speech to deaf-mutes"; but now she has been taught a few words; and he said: "I sent her to Hartford; she was carefully educated; I have nothing to say against the method of instruction. But whereas once she could not speak now I hear her voice." He told how his faith was awakened in the possibility of deaf children being taught to speak, through observing Jeanie Lippitt and Roscoe Green conversing at Mrs. Quincy's reception, and portrayed the advantages that deaf children would gain if instruction could begin at an earlier age. Then he forcibly answered every objection advanced by the opponents of the bill, described and contrasted the condition of his daughter, Theresa, with Mabel Hubbard's condition, detailed the pleasures and profit that his daughter would gain from speech, and plead so earnestly with his colleagues to support a movement that was certain to prove of immeasurable benefit to deaf children, and that would enable fond parents to hear the voices of their children, that "there were few dry eyes in the house" when he closed; and several members who intended to oppose the bill "found it impossible to do so after Mr. Dudley's speech."

"Warrington," the correspondent of the Springfield Daily Republican, in May, 1867, in referring to the passage of the bills, wrote:

"The question of the education of deaf-mutes was very deftly managed, and the result is very much to be rejoiced over. There was a latent opposition to the ideas of the reformers, which threatened to take a theological turn and to become very formidable. The bills reported by the committee would doubtless have passed, in spite of all the opposition which could have been mustered, but the speech by Mr. Dudley, of Northampton, one of the most pathetic and eloquent that I ever had the good fortune to hear, settled the question in the House, without any great delay, and both bills passed with scarcely a dissenting vote."

The bills were approved on June 1, 1867, the charter was granted, and a wonderful and far-reaching victory was won for humanity.

(*To be continued.*)

THE AMERICAN INSTITUTIONS FOR THE EDUCATION OF THE DEAF.[1]

G. FERRERI, ROME, ITALY.

CHAPTER VIII.

PHYSICAL EDUCATION.

Some weeks after my arrival in the United States I had occasion to pay a visit to a dear colleague of mine, who, in order to prolong our conversation, accompanied me to my hotel. One was obliged to take the train at a small station, and as we walked thither, we were followed or preceded by his little son, seven or eight years of age, who ran before and behind us, playing by himself. As we had to wait a little for the train, the small boy in order not to waste his time, and having discovered a car or truck unoccupied, jumped upon it, and began to make acrobatic exercises and to drag the car across the railway track and here and there in every possible manner as far as his strength permitted.

Not understanding as yet the environments of the place, I was filled with apprehension, and when suddenly I saw the boy in a very difficult situation because of the weight of the car, I felt it to be my duty to call his father's attention to the matter, who, busy talking with me, seemed to take very little care of his son. But my observations were only of value to myself, for they had not the slightest effect on my friend. With perfect calmness, without even a glance at his son, he replied, as if in a parenthesis insignificant to our conversation: "Don't pay any attention to him; our children must learn at their own cost to guard themselves from danger; experience will make them cautious."

This answer impressed me very much because of its naturalness, and during my sojourn in America I had occasion many

[1]Translated from the Italian for THE ASSOCIATION REVIEW by the author. Begun in the June, 1904, number.

times to remember it, when I observed everywhere what entire liberty was granted to children of every age and sex, in action and initiative, whether in playing by themselves at home and out-of-doors, or in collective rivalry in their open air recreations. Hence, I noticed frequently that the principle of the physical education of American children lies in this liberty of movement. Beginning with the mothers and nurses, who in every season conduct the children in carriage or on foot for hours and hours in the public gardens or shady avenues, to the officers who guide the field-exercises of the volunteers, the fundamental principle of free exercise is the rule,—if one may call a rule the unlimited liberty to even hurt oneself,—for the physical education of youth. It never happens, as far as I have observed, that a father or mother poisons the hours of recreation as with us, by calling the children to them to reprove them, obliging them to sit quietly, frightening them with the idea of falling and breaking their necks, with the threat of punishment or of the bear coming to eat them up, or of the assault of the most innocent animals, or of being arrested by the soldiers or policemen. So that from their earliest years the children are accustomed to take care of themselves and, from experience, guard themselves from accident and danger. From this comes the frank, independent action of American children, an action which may seem sometimes a little savage, and makes an European visitor think that the first principles of good behavior are wanting. But when one observes better he reflects that it is just this individual liberty which saves the young American from that cowardice of which Giusti spoke in his autobiographic memoirs, and from certain mean-spiritedness, as well as from the conventional lies studied by Nordau.

Youthful energy, freely developed in infancy, is then disciplined in school by reciprocal respect and with collective recreations, but never in a way to make of the children so many automatic machines of precision.

I have also seen in America in the schools and institutes, halls for gymnastic exercises well furnished with every sort of implement for Swedish and German athletic exercises, but the most common exercise, and that most generally in use, is that of games in the open air.

This is owing, I think, to the facility with which the young can satisfy their need of movement and liberty. And this is well provided for by the time-table of the lessons and the school-plan. Between one lesson and another, the children can run about and play out-of-doors, even in the brief pauses of ten minutes. In the yards and gardens about the schools, as well as the public avenues adjacent, the boys and girls improvise their favorite games of the ordinary ball, base-ball, golf, foot-ball, tennis, etc.

The advantage of these short recreations is also felt by the teachers, who in this way find their pupils fresh, lively, and attentive in the following lessons.

Recreation in the open air is a real need, as I have just observed, in all the American schools, even in the coldest parts of the country and in the winter season. The system of heating the houses, while making the home and school comfortable dwellings, renders a frequent change of oxygenated air necessary; and the children who go out-of-doors frequently, not only do not become lazy, but also acquire a great elasticity and alertness, a state of things lacking in the children accustomed to remaining for hours and hours in our school-rooms.

As to the choice of games, the American boy will always find the way to get rid of an exercise which has proved to be tiresome or disagreeable. It would therefore be both useless and injurious to oblige him to perform the artificial exercises such as are used in our schools for overcoming the nervousness and *ennui* of the children, and which are based upon the *baroque* invention of "gymnastics between the benches."

The American system of out-of-doors amusements has physical, intellectual, and moral advantages, satisfying at the same time the many and varied needs of life, which in the period of the formation and development of the organism cannot be other than that of movement. As to the moral advantages, this is found in the development of that sense of initiative and of presence of mind which makes of the American child an individual, a personality from his tenderest years.

The statistics derived from extended researches upon the physical and intellectual state of the school-children, has now confirmed these advantages. They have demonstrated that this

system of physical education diminishes the number of stupid children, as well as also those affected with nervous troubles.

With us, one does not take into account the reaction felt by the child after prolonged lessons and excessive school-work, which oblige him to sit for hours and hours in a given position and in an environment saturated with animal magnetism. Indeed, we oppose this reaction in the most unnatural way, reproving the children for their restlessness and lack of attention. It is generally believed that certain effects of nervousness can be repressed by mental effort and by warning. We do not reflect that the depression of the functions of the muscular system, produced and increased by a sedentary life, is the principal cause of the most serious troubles of the nervous system and of unmentionable vices.

The delicacy of the subject and the condition of American schools[1] did not permit me to make particularised, comparative researches as to the moral condition and sexual perversions of children and youth in Europe and America; but from the observations I was able to make from certain exterior signs, I think I may affirm that we can find an efficacious remedy for certain psychic and moral disturbances in more frequent alternations of study and work with recreation.

One must absolutely come, sooner or later, to a radical change in our systems of education, and this reform must be based upon the liberty given to children in their amusements and games, and in the confidence openly expressed in their initiative. It is true that abnormal children have diseased tendencies, and we are inclined, from poverty of stimulants and of emotional images, to an apathetic quietism. But it is also true that the ability of the artist is proved by the condition of the material on which he works, the artist, who in the case, is the educator, and if one may so express it, the artist of the human soul. For it is necessary now to persuade oneself of the existence of correlative

[1]It is a mooted question whether the larger number of women as teachers and principals is a weak element in educational work or not. It is certainly not a favorable condition for the researches mentioned above. At my questions in regard to certain types of children who seemed to me morally ill, the answer was: "He is a little nervous"; and this ended the matter.

relations which pass continually between the soul and the brain just as it is necessary to take note that the sensitive and motrix cells of this organism are not developed physiologically except by means of a special education. But on the other hand, the quality of concentration and the reproduction of the impress received depend essentially on the mysterious workings of intellectual perception.

After all the experimental researches and studies which have been made on this subject it seems humiliating to still speak of mystery. But, however, the special organization of the substance and covering of the brain and their physiological office cannot explain, at the present state of science, all that passes in the brain of the thinking man. One may, however, affirm as demonstrated that a boy who, in one way or another, has been deprived of the free development of his physical functions, will suffer in his brain, and that by this a free field is given for the cultivation and development of vices of structure which reflect themselves in vices of moral education and monstrosities of the spirit.

All this, however, and much more, has been clearly demonstrated with great competency by eminent physiologists and psychologists, among whom the Italian specialists certainly do not rank last. What I must repeat here, and insist upon, is, that it is the duty of the educators of the Deaf to take note of these studies and to follow carefully all that the scientist attempts for the renovation of Pedagogy. From their studies and experiments must issue that vivifying and vital spirit which will deliver the science of education from the archaeological and petrified state in which, too truly, alas, it is found at present.

Returning to the subject of physical education, it is a curious fact that the Latin people retain the longest all that is opposed to the naturalness and simplicity of gymnastic exercises. It seems astonishing that we must now learn about games in the open air from those countries which have neither history nor tradition. We merit, indeed, also in this case, the reproof which George Brandes made to our Villari, in regard to the manual work of the schools in northern countries: "You, who are creative artists," he said, "wish to become machines of precision"; and he reproved him, too, for the lack of spirit in the Italians, who, after

having lavished the most wonderful works of human genius on the world, have come to copying the ugly mechanism of such work as is only good for its monotonous and unfruitful uniformity of spirit.

This quotation will not seem out of place, but I wish to explain my idea even better. We are artists of course! Of this there can be no doubt. For it has been said in prose and poetry, and sung in music in all the tones. What has not, however, been repeated with equal insistence is, that we are ridiculous when, given the anatomical-physical structure of our bodies, we deprive our children of free recreation in games of ball and races; to subject them to tiresome hours of study with only a few minutes change of acrobatic exercises, or to the measured step of parlor gymnastics. Let the children move at their ease and they will derive more physical, intellectual, and moral benefit in ten minutes of play than in two hours of gymnastics in a closed or open hall furnished with all the implements of acrobatic torture.

The digression, one should understand, is for the Italians.

But to speak again of America and the Americans, I wish to note that one of the most popular games in the colleges and universities is that of foot-ball. I would not however recommend it, nor does it seem to me adapted for an elementary physical education. I must nevertheless give my impressions.

The first time that I saw the game of football in America was at the Catholic University of Georgetown (Washington). It was on the occasion of a game played between the students of that University and those of the National College of the Deaf. The victory was gained by the latter, after a battle of two hours from which more than one issued with bruised and fractured limbs. I must confess the truth that to me this game gave the impression of all that could be most exciting, violent, cruel, and dangerous. Perhaps my judgment may seem too summary and exaggerated; but this idea was given from the very first, on seeing the grotesque costume worn by the players to protect the head, nose, ears (which are the most exposed to blows) and the other parts of the body, which are all in danger in the ferocious

combat.[1] For the rest this sport has now assumed attitudes too particularised to serve as a common game. Besides the special costume which sacrifices the æsthetic appearance to save one's skin, which is most practical, the peculiar conditions demanded of stature, ability, weight, etc., make it in short a game in which only athletic youths and adults can engage.

In the New York Institution, already mentioned, the physical education of the Deaf is based on military exercises. All the pupils, with the exception of the Kindergarten, have a gun, a uniform, and all the corresponding accessories, as in our National colleges which have been militarised. I was able to be present there at a series of platoon evolutions and at the regular review, and it seemed to me that all were satisfied with the exercises and that they took part as though animated by that sentiment which is called in our regiments, "the spirit of the corps." One thing, however, was anything but natural, and that was, the commands given and transmitted by means of the manual alphabet. The exercises were well ordered and quickly done, but that silence broken only by the sounds of steps and the movements of the weapons made an impression of material mechanism which would become fatiguing to one accustomed, as we are, to hear and see the military exercises enlivened by the mutual orders shouted from one commander to another on the field of military instruction.

Another particular impression given, which was rather curious, was the irregularity of the uniform. The little soldiers in short trousers, made us smile also because they were mixed with those who wore men's breeches. On manifesting my surprise on this particular to the Principal, whom we would call the Commander in Chief, represented by a hearing military teacher, he replied that the long breeches were granted according to age, and

[1]My criticism of football was found too severe by my American friends with whom I had occasion to speak of it. But I have now received a brief comment which justifies my opinion. In the 137th number of *The British Deaf Monthly*, March, 1903, one reads: 'Commenting on the game of football, *The Silent Worker* speaks of 'the spine-wrenching, eye-destroying, bone-breaking, heart-enlarging, varicose-vein-making, appendicitis and peritonitis inducing pastime they call football.' We don't play that kind of football here."

to the grade of studies, and not according to the height of stature. An explanation, one sees, which would not be satisfactory in a military way, but in the United States they are accustomed to a certain liberty in discipline and manners even in regard to real soldiers.

I shall always remember the military line placed on Pennsylvania Avenue of Washington, at the time of the visit of Prince Henry of Prussia. Every one commanded except the commanders; every one was chattering as he liked, and if it had not been for the big policemen stationed here and there, the crowd would have done as they liked too, and the military line stationed for clearing the Avenue for the passage of the Prince would have been quite useless.

Leaving aside particularities of systems, limited for the rest to some particular exercise preferred by this or that Principal in this or that Institute, I will conclude by noting two circumstances which are general and enviable. The first is, the spaciousness and liberty of the premises which every school provides for the benefit of its pupils at every hour in the day. The second is, the good habit of the young of both sexes, even from earliest infancy, not to fear bad weather or the harshness of the season. So that, whether it rains or snows, whether the streets are wet or dry, the fields covered with snow or frozen hard, the out-of-doors recreation never suffers exception, and from this the health and development of the young derive a great advantage.

(*To be continued.*)

WHAT HAS BEEN DONE WITH ONE DEAF CHILD IN HIS OWN HOME.[1]

ANNA C. REINHARDT, HOYT, PENNSYLVANIA.

It is my desire to tell you, as briefly as possible, what has been done with one little deaf child in his own home. In order to do this, it is necessary to quote from his teacher's reports as well as from the child's quaint and original expressions. He was born deaf, and his speech training was begun at the age of two. Of course, with so young a child almost everything that he learned had to be learned through play. Everything possible was done to keep the child happy. He was happy all day long, there was so much to interest and amuse him.

As soon as he found that objects had names he wanted to know the names of all objects that were of interest to him. At the end of four months he knew forty-seven words. When I say "knew" I mean, of course, he read them from the lips and connected them with the objects to which they belonged; but this does not mean that he articulated any one perfectly. Some of them he did not even attempt to say. We all know that a deaf child learns speech as a hearing person learns a foreign language, understanding much that is said before being able to respond.

From his teacher's report I quote the following: "We get many fine lessons out of readers. In them are the animals with which Laddie is familiar, the boys, girls, babies, houses, trees, Santa Claus, and many other words that he knows. Where a dog is running after chickens, I shake my finger at the dog and say: 'No, dog, you must not catch the chickens.' Laddie looks at me and then at the picture intently. Once, in a contrary mood, he shook his finger at me, patted the dog and slapped the chickens. In other pictures I can bring in the verbs he knows: 'The

[1]A paper read before the Department of Special Education of the N. E. A., July 5, 1905.

dog fell into the water,' 'See the horse run,' and so forth. In the Zoo catalogue he points out deer, lions, bears, birds, monkeys, and elephants (taking the names from the lips). He left the closet door open. I had my back to the door when I said: 'Shut the door.' He went immediately and closed it."

At the end of eight months his teacher again writes: "He not only read sentences (from the lips), but tries to form them himself, putting together two or three words. For instance, 'top fell,' 'white duck,' 'good-bye, trolley car away.' " At the end of a year and a half he learned fifty-two new words in one month. He was then three and a half years old. He did not increase his list per month, however, as there were times after that when a much smaller number was learned in one month. At this time "Jack and Jill" and "Little Boy Blue" were enjoyed, "Jack and Jill" especially, as it gave frequent opportunity for "tumbling" down hill in the Park. Laddie was not expected to repeat the lines, but he did understand them. How could he help it when it was all made so plain to him in his play day after day? The story of "Red Riding Hood" was also taken up about this time and "Little Jack Horner."

Before he was four he understood numerous stories told from pictures. One was sure he understood by his facial expressions as well as by the way he frequently responded in words and sentences. The animals that figured in pictures and stories began at this stage to have names, and when Laddie went out of doors he named the dogs and horses he saw on the street. He would say, "Horse named Dick" or "Dog named Rover." The story of Hiawatha's boyhood was fascinating after having seen the Indians give the play at the Sportsman's Show. Bows and arrows, beads, feathers, and war-paint enlivened the house for many weeks. Every member of the family had to take part in the Indian game at some time or other, and the children coming home from school were frequently shot at in lieu of wild animals in the forest. "Please tell another story about Hiawatha" was an oft-repeated request.

During the first spring spent in the country Laddie learned to know many of the birds, flowers, and trees about him. He has always been a lover of nature, and never tires of learning

new secrets of "Mother Nature's Children." When his attention was first called to the buds on the trees, the spring of his third year, he expected to see baby birds hatch out of the buds because he had seen canary birds hatch out of eggs. He was told a good deal about people of other lands, and once having been told about the beautiful flowers in Japan he was taken for a drive. When passing an old fashioned garden with larkspur, fox-glove, and so forth, blooming in abundance, he shouted: "A Japanese garden."

Bible stories were begun as soon as Laddie had sufficient language to understand them. When told the story of Adam and Eve, and how they were driven out of the Garden of Eden, he remarked, after some moments of deep thought: "And then the Garden was 'For Sale.'"

Birthdays and holidays are made much of in Laddie's family for his special benefit. Hallowe'en offers a fine opportunity for personifying the ghosts, goblins, brownies, and witches that have figured in fairy stories. In an old country house with open fireplaces and Jack-o'-lanterns spotted about, all this seems very wierd, but Laddie knows little fear.

After a snow storm in the country his attention was called to footprints in the snow. "Footprints" was then a familiar term. He would say: "Look at the kittie's footprints," "I do not want any footprints in my garden," and so forth. When in the city, hearing children in the neighborhood frequently come in and have school with Laddie. This is a mutual benefit, and everybody has a good time.

This little fellow has hobbies. Sometimes it is one thing; sometimes another. When he was six his hobby was electricity. He put up an electric bell in his playhouse, connecting it with button and batteries, and it worked. At this age Dickens' "Stories for Children" were much enjoyed. "David Copperfield," "Little Nell," "Tiny Tim," "Trotty Veck" and "Poor Jo" were familiar characters and added their quota to the building of character. Truly there is a psychological period for each phase of stories for children. If they get them too soon or too late the stories fail of their purpose.

During the past eight or nine months history stories have been in demand. Stories of the Revolution, of the War of 1812,

the Civil War, and the Spanish-American War have been interspersed with "make-believe" stories. A portion of "The Crossing," by Winston Churchill, was told, and for many days Davy Ritchie was Laddie's hero. A friend appeared upon the scene with a white rat, which was promptly named Davy Ritchie McChesney, and the name was never abbreviated by Laddie. If any one else took that privilege it was cause for a reprimand. George Washington, Abraham Lincoln, and President Roosevelt have helped to create a desire to be patriotic; in Laddie's own words, to be a "loyal American."

Idioms and colloquial expressions have been taught through play and story. He never hesitates to use such expressions as "Don't let the cat out of the bag," "Around Robin Hood's barn," "We are in the same boat," "This is my busy day," "You will learn a lesson," "You put the cart before the horse." Once after having played bank some one gave him a check for a dollar. He asked if he might have the money in any way he liked. When told that he might he said: "Well, then, I will take it in chicken feed." When some one suggested that he did not know what chicken feed was he replied: "Why, certainly I do; pennies, nickels, and dimes."

At present the hobby is bees, and an observation beehive, together with books galore which are full of illustrations, to say nothing of the thousand and one questions which have been asked and answered, have resulted in a very complete knowledge of these little wonder workers.

At the age of seven Laddie had a vocabulary of three thousand words.

Manual training also has its place. A five-roomed playhouse was constructed from an ordinary wooden box and was furnished with chairs, tables, and beds made of raphia and wood. In drawing and color work Laddie does remarkably well. This he takes from a special teacher.

A greater part of the year is spent in the country, and while there frequent visits are made to the rural school, where this little lad is able to enter the second year class and take questions from the teacher's lips, answering in turn just as the hearing children in the class do.

The teachers of this child do not claim all the credit for his remarkable progress. Of course, he is bright and has unusual surroundings. The relatives and friends who are about him never lose an opportunity of giving him the help he ought to have. All of his questions are answered with infinite care and patience. Ideal conditions indeed, and we wish that all of our little children who cannot hear might be blessed in the same way.

THE SUMMER SCHOOL AT NORTHAMPTON.

T. V. ARCHER, INDIANAPOLIS, INDIANA.

There is no question that those in charge of our schools for the deaf have felt the need, in some instances the pressing need, of teachers better prepared to carry on the work. Neither is there a doubt that teachers themselves have felt their own lack of preparation and have deplored it. Formerly, in many cases, but one course was open to those desiring to enter the profession—to go at once into the school-room and begin to teach. Success, eminent success, has been and may be still gained by such methods, but usually at an enormous cost to the first classes of pupils.

Since the establishment of the Normal Department at Gallaudet College, and the Training Class for Teachers at the Clarke School, to say nothing of the Normal Classes conducted by other schools throughout the country, the necessity for teachers entering the work wholly untrained has largely passed away. These classes can probably supply the demand for inexperienced teachers. But there is still a lack. Experienced teachers need to be kept fully abreast with the best that is being accomplished in the best schools of the country.

A way for supplying this need was forcibly suggested a year ago last June when the Principal and eleven teachers, from one of the largest schools in the country, were admitted to the Clarke School for a course in Observation and Normal Work. Such a movement, once inaugurated, was not allowed to stop. So at the solicitation of a number of teachers, backed by the official request of the Board of Directors of the American Association, Clarke School, on the ninth of last June, for the second time, kindly opened its doors to a class of students composed of experienced teachers.

To arrange a course, consisting of observation, lectures, and study, for a class whose members varied in experience from one

to a dozen years, and whose education and previous training varied almost as much, was no easy task. Obviously the only thing that could be done was to suit the work to about the average; and, indeed, in this case the "average" seemed to be just about what each one most wanted. That the course was admirably planned and carried out, is, I think, the unanimous opinion of the class.

The time selected, June ninth to July sixth inclusive, covered a period of four weeks. The first two weeks, during which time the course called for two hours' observation and two hours' lecture work daily, school was in session and the regular classroom work going on. All the observing done was in the regular classes and not in classes of selected pupils. This does not mean that the work observed was the regular daily work being done by that class at that time. Instead, the teacher of the class began by reviewing, step by step, the work covered by that class during the first month of the school year. Thus the observers were enabled to get the general outline of the work for a definite period. They could see the progress made during this time, and could judge, perhaps not how well the pupils had taken the work at first, but how well they had mastered it in the end.

During the next period for observation the work was continued to another definite time, so that in the two weeks allotted to this work, one regular class in each grade of the Primary Department was given a review of the entire year's work; not in detail, of course, but sufficiently so to enable the Normal class to note, in each case, the end sought and the method and devices for obtaining it.

In the intermediate grades the observation work was less extended but was given in the regular classes in the same systematic manner. There the methods were those used in the lower grades except that text books were beginning to take the place of the work especially prepared for the primary department.

In the Grammar grades, the hours for observation were still fewer. Indeed one need not go to Northampton to see the kind of work that is done in the upper classes. The character of the work and the methods employed are similar to those in any up to date school for the hearing. Throughout the intermediate

and grammar grades the tendency was toward the elimination of all especially prepared work, and finally to make the pupils depend upon the ordinary text and reference books alone.

In addition to observing the work in the school-rooms, opportunity was given to see that being done in sloyd and carpentry, to visit the gymnasium, and not only to witness the chapel exercises but to address the pupils. In every department the fullest opportunity was given to observe the normal working of the school.

It will be noted that more time was spent in the primary grades. This was in response to the wishes of the class. That seemed to commend itself, for primary work is, of all, the most important. It is an easy matter to ruin a class after it leaves the lower grades, but it is almost impossible to undo things that have been there done wrong. Poor work in the primary is responsible for more failures than poor work anywhere else along the line. This is true of all pupils and especially so of those taught orally. So, as is right in any plan for a Normal class, especial emphasis was laid upon primary work.

Having spent two hours in observation, the remaining two hours daily were devoted to lectures, the basis for these being certain points of the work observed during the previous period. Thus the entire course of work as carried out in the school was covered, first by observation, then by discussion of points that needed further elucidation.

The last two weeks of the course were devoted to lectures, four hours daily. These covered, systematically, all the work from the kindergarten up. It would be impossible to give a full account of the work done in these two weeks, but the following may give some idea of its scope:

Preliminary Sense Training—exercises designed to hold the attention and at the same time to cultivate the senses, especially those of sight and touch, preparatory to taking up speech and speech-reading.

Kindergarten Work—showing material, the nature of work done, and its bearing on primary work.

Language Work—divided as to years and giving much detailed information as to the best methods of getting pupils to

comprehend and to use the English language; embracing among other things action work, long or short answers, language stories, chart stories, questions on a hidden object, language drill, use and value of pictures, use of books, reading habit, the five-slate system.

Much time was given to the consideration of speech and speech-reading—their value as a means of mental development. and the possibility and practicability of the deaf being educated solely by their use. Along the line of speech teaching the following were considered: Formation and development of each of the elementary sounds, cultivation of the voice, pronunciation and reading at sight, accent and emphasis, ear training, Visible Speech,—not for the sake of Visible Speech itself but as a means of studying positions.

Some other subjects were, physiology and anatomy of the vocal organs, nature study, Sunday school work, discipline, games and their value. The subjects of arithmetic, geography, history, etc., came in for full consideration.

For those engaged in Normal work the course contained much that was of value. Indeed the entire course as given to experienced teachers could hardly be improved upon as a course for those just taking up the work, provided it were extended throughout at least one year. But aside from the course of study as pursued by the class, many valuable suggestions were given to teachers of Normal students.

The intention seemed to be to give all that could be given. But the things that a student acquires for himself have twice the value of those that are given him, and so the importance of study, in connection with any course, can hardly be over estimated. With four hours daily devoted to lecture and observation work, and the rest of the time for outside work, it would seem that ample time was given for study. But it must not be forgotten that during the session, the books that had been especially prepared for the different grades were placed in the hands of the normal class. These books were prepared and hecktographed, day by day, by the teachers, and a copy given to each child. They contain, practically, all the written work that is given in the primary, much that is given in the intermediate, and some that is

given in the grammar grades. The class felt that these books were well worth copying in their entirety. And so they were. But they were so voluminous that it was impossible to copy all or even a majority of them. All the time spent in copying could have been spent—shall we say more profitably?—in study. Yet every member of the class wanted at least the substance of those books. They showed the practical results of the work that was given theoretically in lectures, and that was observed in outline in the different classes. They might be considered, in a sense, as measuring the visible results of the term work. They would be valuable as guides and for reference. Assuming that it is known that a class of normal students will appear in the spring, each one anxious to carry away bodily all that is tangible, would it not be possible to have prepared beforehand a copy of each of these books for each member of the class, thus avoiding the necessity of doing any copy work, and allowing all the time for study? Unless some such arrangement could be made, the normal student must forego one of two valuable things. Either he must do the copying and neglect the study, or he must do the studying and do without the books.

Taken in all, the work was little short of ideal. No one, I think, can take the course that was provided last summer by the authorities of Clarke School and not be made richer in all that makes for a good teacher. One must be impressed with the *esprit de corps* of the school, with the absence of the spirit of criticism, and the evident desire to "prove all things" and "hold fast that which is good." Yes, that which is the best. He must be impressed too with the methodical management of the school, with the vast amount of systematic drill work done, especially in language, and with the great wealth of material collected from dozens of sources and constantly being added to.

We hope the class will be continued. It is worthy a place among the permanent things of the profession. As to the need, we have only to recall the fact that for several years the Directors of the Association have been trying to find a feasible plan for carrying on just such a work. At their meeting held at the Murray Hill Hotel, New York City, December 31, 1904, they adopted a resolution requesting the authorities of Clarke School to open

their doors to a class of Normal students. It was probably this request that decided whether there should be a class last summer. Why can not the Directors go a step farther—give this class the full support and encouragement of the Association and make it the long talked of Summer School? So far, the effort to raise funds to carry on a school as originally contemplated has not met with very much success. Should the financial and other difficulties be overcome, still a class held in connection with a school well equipped as to instructors and material, and with a wide experience in training teachers, would have distinct advantages over one with no permanent place of meeting, no material nor pupils with which to illustrate work, and with instructors drawn from different sources.

So far as I am able to judge, the majority of oral teachers want the Northampton way of teaching. Could any thing be more sensible than to go right to Northampton for it? This does not mean that there is nothing good outside the Clarke School. Far from it. It does mean that, in my judgement, the good that may be gotten from there is greater than that which may be obtained from any other regular school or from any that is likely to be especially established. Certainly, in matters of climate and healthfulness, scenic beauty, historical and literary associations, Northampton is all that could be desired. Being the seat of one large college and within a few miles of two others, the educational spirit is dominant. It is entirely free from that spirit of pleasure seeking which is so prevalent in many of the places where summer schools and conventions are held, and which is so disastrous to successful study.

The time selected should be, as it was last summer, such that at least half the term would be held during the regular session of the Clarke School. Fortunately most of the schools of the country close one or two weeks earlier than the Clarke School, so that teachers would complete their year's work and still reach Northampton a week or two before that school closes. But in cases where they could not, some arrangement could surely be made for those last days. We think it would be a short-sighted Superintendent who would not permit and encourage attendance upon such a class even though it should necessitate the absence of the

teacher from a few days' school room work. Indeed, we think it entirely within the bounds of reason that Superintendents and Boards of Trustees should allow teachers leave of absence for the entire time and so permit the school to be held during the months of April or May if better arrangements could be made at that time. This perhaps would not be necessary as a rule. Should the session begin some time near the first of June, teachers would go while still in the spirit of work, they would get the very great advantage of observing the regular work of a regular school, and would have their vacation, which is all too short as a whole, broken into less than if the school were held later. Then too, it would close about the time the different educational meetings are usually held and would not interfere with attendance upon them.

That such a school will be supported is, we think, evident. Teachers, as a rule, are anxious to avail themselves of everything that will assist them in their work. But they have not the energy, the time, nor the means to experiment with that which may be of doubtful value. Let the worth of a thing be shown and they are willing, both for their own reputation and for the sake of their pupils, to make reasonable sacrifices to obtain it. Additional evidence of interest on the part of teachers is shown by the fact that the class last summer, the first that has ever been open to teachers in general, was attended by eighteen persons representing the states of Texas, Arkansas, Illinois, Indiana, Kentucky, Michigan, New York, Pennsylvania, Maryland, and Connecticut. These teachers represented also six State Institutions, the day schools of two cities, and teachers of private pupils.

With such a beginning we feel that the success of the movement can hardly be questioned. Let teachers know that the class is to be a permanent thing and they will gladly avail themselves of the excellent course offered.

A VISIT TO AMERICAN SCHOOLS.

AMKEA SCHMIDT, EMDEN, GERMANY.

MY DEAR MR. BOOTH:

You have been scolding me because, as you say, I have disappointed you and my dear friends in America by not sending, as I had promised, a report of my visit to your schools for the deaf.

Now, I want to say that I do not wish to displease any who gave me such a hearty welcome and helped me in so many ways to gain a true picture of the work done in the institutions and schools for the deaf across the water. I can tell you, my stay in America will always be counted among my most pleasant remembrances, not only because I learned so very much from you, but also because you treated me like an old friend and made me feel at home wherever I was.

I will frankly confess that I delayed writing the promised report because I felt disinclined—having seen such splendid work in your institutions and schools—to criticise the very few things with which I was not pleased. But you have reassured me on that point, and your words force me to speak openly and freely, and, as I am living in a country where men command and women obey, I shall repeat to you in writing what I have often told you to your face, allowing you to publish it in the REVIEW or wherever you may think best.

When in the autumn of 1904, my government sent me to St. Louis to examine the exhibits relating to the instruction of the deaf, and also to inspect some American schools for the deaf, I little thought I should carry home such an abundance of information and suggestion.

Already, before starting, I had asked an itinerary from the Volta Bureau. Twenty-five schools of both systems were named as especially well worth seeing. But as I had only about twelve weeks for my visit, journey included, I had to omit quite a num-

ber of institutes, for which I am heartily sorry, for I am convinced that I should have gained a great deal of instruction in them. Doubtless it would be a good thing for me to cross the ocean once more, and I am sure I should only be too happy to do so.

The first institute which I visited on the very day of my arrival in America showed me that I might expect even more than I had done. I gained at once a very favorable impression of the American instruction of the deaf, and this impression remained with me during all my visits to the other schools and filled me with the greatest respect for the work of my American colleagues. The institutes and schools were all—two day schools excepted, which had only some rooms of a public school at their disposal —excellently fitted up with all that is necessary for a successful education of mind and body. Even those institutes which could boast of such a large number of pupils as we never hear of in our country, were splendidly managed. There was no education in mass (as we are inclined to think), but on the contrary, each individual was fully taken care of, and I was often astonished at the quiet, polite behavior of the pupils. Everywhere I met with a noble, highly moral spirit, joined with a free and cheerful mind, and the harmony of all which I observed everywhere gave me such a homelike feeling that, in fact, I never liked leaving an institute I was visiting.

In the teachers I found aspiration for high ideals, faithful, honest work, and an extraordinary devotion to and faithfulness in their profession. Their success in teaching was, it is true, different according to their talents, their training, and their experience. But most of them showed such an ardent striving for perfection and an endeavor to do their best that I could not but pay my highest respects to even the less successful work. I immediately thought of my own time of learning and of all the mistakes which I only became fully aware of by experience and the example of others. How much did I envy America those institutes which have their young teachers introduced into their profession by principals. How much time is saved by this institution, how much fruitless work prevented, and how great the possibility of employing the teacher just in that place he (or she) can work most successfully according to his talents. The "Fach-

system" which I found nearly everywhere showed me many a time how excellent the institution can be if all faculties can be concentrated on one branch of learning, though on the other hand I felt that it must be tiring for a teacher of the deaf to work over day by day and hour by hour the same thing. I think her mind must be very active and she must take a large interest in the work of her colleagues to save herself from one-sidedness.

I have to mention still that the relations between the head-masters, principals, and teachers were truly ideal. Nowhere could you feel that there was any difference between the members of the body of teachers; nowhere could you feel that there were superiors and inferiors. All seemed to be friends, striving for the same goal and living entirely for the welfare of their pupils. I never met with disharmony in any school.

As far as the teaching is concerned, it is certain that, on account of there being two systems (Combined system and pure Oral method), all faculties are worked to the utmost. Sometimes this appeared as a noble contest, but sometimes less noble results came from it.

It may be looked upon as a fact that the constant effort of proving the value of the system must make the more sensitive and more ambitious among the teachers nervous and uses their strength unduly. This may especially be said of the adherents of the pure Oral method who—as it seemed to me—often have hard work to hold their ground against the followers of the Combined system, who believe the spread of the pure Oral method to mean the ruin of the education of the deaf and perhaps, therefore, try the harder to keep the old method in full sway.

Indeed, if the success in both methods be the same, we must ask ourselves: is it not foolish to exchange a method easy, as well for the teachers as the pupils, for one far more troublesome? I gladly admit that I was astonished at the work done in the Combined system schools as far as I could judge of it, not knowing signs and the manual alphabet. The activity of the mind, the sure judgment, and the perfect knowledge of written language were results which certainly showed that teachers with high pedagogical talents and faithfulness in their profession had been at work. But as the principal aim of the instruction of the deaf is

not the acquirement of a great fund of knowledge but rather to enable them to have ready and easy intercourse with hearing people, in order to gain that end the Oral method is the only one to be employed.

The pupils of the Combined system schools possessed—I am sure—as great knowledge, but in the intercourse with hearing people they certainly were not as good, speaking of equally talented pupils, as those instructed by the Oral method. The proof of this I experienced myself. In the Combined schools I could only talk with the pupils to a certain extent, whilst in the Oral method schools there was no difficulty in our conversation; though my pronunciation of English was far from perfect, I never wanted an interpreter. (I hope my friends, the representatives of the Combined system, are not angry with me for my open, judgment. I have said already—and I hope sufficiently warmly—that I highly appreciate their work.)

Concerning the teaching in the Oral method schools, I found the principle of using speech strictly observed. Signing pupils I saw nowhere. On the contrary, I thought that the pupils, when among themselves, used even fewer gestures to accompany their speech than our pupils. All pupils were so perfectly trained in lip-reading as I have found nowhere else. First I thought that all had united and conspired to deceive me, but soon I became ashamed of such a thought, for I learned that it was the systematical teaching of lip-reading in the American schools that bore such splendid results. It seemed to me that the daily exercises in lip-reading, which are independent of the lessons in articulation, and the aim of which is to supply the children from the very beginning with ideas they ought to have according to their age, were of a highly intellectual value. I was excessively astonished at the children's power of perception and combination, though they were not spoken to in a slower manner than to hearing children. By these exercises the little ones grow, as it were, into the language and—it is true—as soon as they have acquired speech they master their language better than do our German children.

In language work I found the expressions all through excellent. The task was uncommonly quickly completed. The

work showed the blessing of the separation and grading of the children according to their capacities. In one institution where the separation was arranged in a model way, I heard the teacher, the principal, tell one and the same story in three different grades. The third grade told the story again using almost the same words as the teacher, the second grade employed some new expressions, whilst the first or highest grade told it quite freely in such a manner as I myself would have done it. Even the feeble-minded worked nicely. It is true, separation was not strictly observed everywhere. I often heard people wishing for a national institute for feeble-minded deaf. But even so, these poorest of the poor were in a certain degree well taken care of and means found to take them separately from the others and to teach them those things their feeble minds were capable of grasping.

In the language exercises and teaching, I found that there was far more respect paid to the interest of the child than with us. What they talked about was always well suited to the mental capacity of the children. The reading books were decidedly better than ours. They were full of really interesting little stories told in everyday language; with us it is often difficult for the children to understand all they read on account of the book language. Also the Bible stories I found told in a far easier way. Children who can always understand readily all they read will certainly be trained to read much by themselves and will also easily remember what they have read.

I was very much pleased with the papers edited in several institutes. These papers are very good for instilling a love for reading. The little paper sent to me every fortnight from one institute proves to me again and again how practically the American teachers choose their reading material for the different grades.

The grammar work I found generally excellent. The "five-slate system" of Katharine E. Barry was, according to my idea, grand for introducing the children to Grammar. The activity of the pupils during these lessons showed how even this dry stuff can be made more interesting and livelier for the little ones, and I am sure they will better remember all they learned in such a way. It is true, sometimes I saw classes where mechanical work was done, but these were exceptions.

Quite different appeared to me the training in mechanical speech (articulation work) which we consider our principal task during the first year at school. These lessons often began in a very lukewarm (indifferent) manner and lacked entirely energy and freshness. Indeed, I could not understand how it was that the children of the middle and higher classes came to speak intelligibly. Whilst the pupils were always animated and interested in the other lessons, they were sitting listlessly in their seats during the articulation lessons. Generally a lesson was conducted as follows: The teacher asked one child to come to her and said, "Helen, come to me!" Helen rose, placed herself before the teacher, but turning her back to her companions. The teacher pronounced a sound several times and had it repeated by the pupil. The child was not really made to exert herself. Usually the little ones were immediately compensated for their work by some sweets. I had the impression that the teachers were easily satisfied and did not work on articulation in such an earnest manner as we German teachers think it our duty to do. Sweets were readily used as compensation for good work, more so, perhaps, than is good for children, even in a family.

In reference to the faulty imitation of the sounds (bad articulation) I must remark that as much as it is easy to introduce pupils to English grammar on account of its being so simple and exact, as difficult it proves to teach them articulation. That no vowel has a full, clear sound is certainly the cause of a certain indistinctness in the speech, and as the pronunciation is very different in the different parts of America, there are still more difficulties to overcome for the American children. I heard the word "journal" so differently pronounced in four different classes of one school, that I did not know for some time that it was the same word I heard. The principal told me that the four teachers came from four different parts of the country (America). "Speaking in a chorus," as we have our pupils do immediately after they have acquired the first sounds, in order to heighten their attention and keep them occupied, was nowhere practiced. I could not comprehend why, for I found that in the middle and high grades much attention was paid to the speaking in chorus during the articulation lessons, and these exercises were really model

ones. Perhaps this may be ascribed to the fact that at the time of my visit the pupils had scarcely been definitely arranged in their classes, and in several classes the pupils had not been admitted at the same time, thus it was impossible to have these exercises together.

When talking about the American articulation work, an experienced principal who had visited our best schools said to me: "I found in Germany pupils who spoke more distinctly than ours, but most of them spoke decidedly in a more disagreeable manner. The voices are rough and unnatural. I suppose this to be the result of having strained them too much in the beginning." I do not know, but was it really an accident that just the three German children I met in America had such rough voices that I noticed them at once? In spite of all this, however, I am of the opinion that teachers as well as pupils in America can still improve in articulation work.

In geography, history, and natural science there was far more ground covered than we are able to do in our course of eight years. The wonderful quickness they had in lip-reading made it also possible for the children to understand without difficulty. I always enjoyed the lessons. The choice of the subjects and the way they were worked with the pupils showed that the teacher was a real master in her branch of learning and had well prepared her lesson. The good sides of the "Fachesystem" were much felt in these lessons. I heard a history lesson once in the first grade of a first class and found it might have been given without alteration in the first class of a German "Töchterschule" (high school for girls). In the second grade of a first class a skeleton was successfully used to give the children clear ideas of the construction of the human body; in one of the middle classes "Heimatkunde" (knowledge of nearest surroundings of the city) was treated in such an impressive way that I still have a perfect picture of the town and its surroundings in my mind. It is true these teachers did not stop to correct faulty pronunciation, but I could not be angry with them for that, for they strove to promote the knowledge of the pupils in that branch they were instructing. They told me, however, that all faults in pronunciation were told the teacher in articulation and she corrected them in her lessons. How much

therefore good speaking may possibly suffer by the "Fach-system" I cannot say, but I am certain that my colleagues across the ocean will have carefully studied the "for" and "against" of the "Fachsystem."

In arithmetic I found various results, but in most schools very good ones, if not excellent ones. The pupils worked easily and surely and were able to solve difficult problems very readily as I thought, for I must confess that I was not able to follow the best pupils and felt always very happy when the children did not notice my poor knowledge of arithmetic. I remarked that much material was gone through in those lessons and that the problems were all chosen from a practical point of view. The arithmetic books showed how much attention was paid to the practical questions of everyday life. (Only one teacher complained that she had to use the books for the public schools and that they were too difficult.) Everywhere I saw that the arithmetic courses of ten years or more are of great value for the pupils.

At first I was astonished to find that Bible stories were not taught in daily lessons, but they were left to the Sunday schools. But having seen the results, I think that it is by no means a bad thing to leave the teaching of Bible stories entirely to the Sunday schools. To judge from the services, the children were well versed in the principal stories of the Old and the New Testament, and the hymns and psalms, etc., which the pupils were speaking, proved that they were well instructed.

Calligraphy was not practised in most schools. I was told that they wanted only to make the children write quickly and were quite content to get the tasks written distinctly. Many pupils had a very characteristic handwriting. Often I found that the straight (steil) writing was too much to the left, and for that reason not very easily read. In one institute I saw copy books for calligraphy in which the model sentences were movable so as always to cover the child's writing and let him see only the model. The principal told me that this arrangement could be recommended and teachers here to whom I showed the copy book, kindly sent to me, found it very practical.

First I considered the habit of writing the tasks on loose

leaves very practical and worth imitating, but after having tried it myself, I find that tasks if they are soon to be destroyed (torn up) are never as carefully written as those which are written down in a copy book.

As to drawing, I saw in America something quite new to me. In most schools, it is true, drawing lessons were given in the same manner as in Germany since the new way has been introduced. In some institutes, however, it was not treated as a separate branch but rather as a support for all the lessons. Immediately on entering the school or the "kindergarten" the children are furnished with pencils and taught to communicate all they wish to say by drawing instead of using signs. Of course, every teacher is so prepared as to be able to draw every object and all that happened distinctly and quickly for the little ones. I must confess, if I had not seen myself the children at work I should hardly have believed it possible for children to have drawn all I saw. In the "kindergarten" one child drew Laura leading a dog by a string; another how it rang the bell in the car; a third how it had gathered apples in the garden; in short all that had happened was drawn from memory on paper by the little ones before my eyes. The teacher wrote the expression under the drawing in order to connect picture and word. She made the children repeat the sentences in which she succeeded with some pupils who could hear a little. Principally the teacher wanted to connect the drawn picture with the spoken and written name in order to promote lip-reading and mental reading. Writing is taught later on (generally when the pupils are eight years old.) Till then drawing and the spoken word are the only means of communication. How much the children love to work with their pencils, also after their lessons, is hardly to be believed. Those who have seen it cannot shut their eyes against the numerous advantages of this method and must agree that a wonderfully large quantity of knowledge is thus imparted quite easily.

The next grade worked as follows: The children drew something they had seen all together, for instance a sledge drive. They spoke about the picture, and model sentences were formed with the help of the teacher who practised them with the pupils till

they knew them well. The teacher then wrote them down with the type-writer and pasted them under each picture. Next day these sentences were used for a reading lesson.

I found this way of instructing the children highly interesting, and I am of opinion that by using drawing as a support for all lessons the pupils acquire quickly clear ideas about things and events. Indeed, if I could draw as I have seen it done in America, I should not hesitate for a moment but follow the example of those American colleagues. But I must say they seemed to have better talents for making these explanatory drawings than we Germans. One teacher asked her seven pupils who had been at school for five years to draw a harvest picture. She only superintended the choice of the colors but gave no other help whatsoever. The result was striking. In the main the pictures showed the same things and yet they were very different from each other. Each child had put the thing that he thought most important in the foreground; the less important things were seen in subordinate places.

Also in history, geography, and natural science lessons ("Realienunterricht" in German), drawing was much used. Some very good pictures, drawn by pupils, are lying before me. One shows how timber is obtained, another the different organs of breathing, a third, the processes of combustion, a fourth, a primeval forest, and a fifth a wigwam.

Drawing was also used for illustrating books. A very nice one containing in short the story of Longfellow's Evangeline with very good illustrations made by pupils was kindly sent to me. The whole book proves that drawing makes everything much more interesting to the pupils.

Excellent arrangements were made for gymnastic exercises and all things which serve to strengthen the body. Sometimes I really envied my colleagues. However, I took comfort that also in everyday life the rich can take better care of their health than the poor. Our institutes have not the means to provide swimming places and bowling greens (kegelbahnen) for their pupils.

The instruction in industrial work seemed to be everywhere worthy of imitation. The Americans seem to know the value of

these lessons better than we Germans; they do not give them a subordinate place, but rather think them fit to make the hand skilful and diligent, to promote practical tastes, to form the mind and to influence the character in a most favorable manner. I wondered at all the things the diligent hands worked, and at the ideas which were won just in these lessons. In one school, boys of twelve years of age—if I am not mistaken—had constructed a motor-car and a crane for shipping sand. In another institute, sculpture in wood could be called masterful, and in all institutes it was easily to be seen how much the pupils liked their work.

The girls were also well trained for their practical work. Everywhere I saw that much attention was paid by the teachers to make the girls do everything well, but at the same time quickly. In one institute the girls had even to take housekeeping in turns in order to teach them how to dispose of things pertaining to it.

The Americans treat the children quite differently from our German way. Whilst the German teachers command and the pupils obey immediately, the American teachers spoke with their pupils as if they were their equals. In the best classes I found this to be very good, indeed, but with less capable teachers the reverse of this loose school discipline made itself disagreeably felt. The attitude of the pupils, which was sometimes far from esthetic, did not make a good impression and the attention of the children left sometimes much to be wished for. I often had a kind of feeling as if the children only worked with half their might. At different times I thought my colleagues had too much regard for reluctant and headstrong pupils, also in such cases where they were harmed if their selfwill was not broken.

Now for a conclusion I should like to name those points which as it appeared to me were especially favorable in America for the education of the deaf.

1. The children have a preparatory course in the "kindergarten" which is conducted by trained teachers for the deaf.

2. The course of instruction lasts from ten to twelve years, and pupils for whom it is thought necessary are even kept longer.

3. Every child is put just in that place for which it is suited according to its capabilities. (The institute in which the separation was systematically observed can be called a model school.)

4. Much attention is paid from the beginning to the cultivation of mind (mental development).

5. Special lessons for lip-reading.

6. Manual work has its right place as is fit.

7. Drawing is used as a support for the lessons.

8. The teachers receive a special training, and experienced principals introduce them into their work.

9. The teachers have high ideals and sacrifice much to live entirely for their pupils.

We might criticise perhaps:

1. The too great preference given to mental development compared with articulation work.

2. Too great leniency is practiced with the pupils which results in nonchalance (bad attitude, inattention.)

3. The absence of all bodily punishment also in such cases where neither persuasion nor moralizing is of any avail.

4. The want of care for the teachers who receive no pension from the state, when they are old and no more able to work.

Wilhelm von Tolenz says in his book: "Das Land der Tukunft": "There are not two nations on earth who are as different from each other as the American and the German. But on the other hand there are not two nations who can learn so much from each other as just these two." This may be also true of the education of the deaf.

Now my dear Mr. Booth, my report is at an end. I beg of you to give my hearty greetings to all who have been so kind and helpful to me. Of course I should like to be able to revisit all the places and to see again all the dear people, but I think it is also fair for my American colleagues to pay back my call and look me up in Germany. I only hope they won't troop in all together, for our small school rooms, which cannot be compared with your large ones, could not hold them all. But you know, dear Mr. Booth, you promised to come, so I take you at your word and I count upon your visit.

I have refrained from giving any opinion whatever about the higher education of the deaf. This is not because I do not fully appreciate the endeavor to make gifted (talented) deaf fit for high offices and employments, and the work done in the Gallaudet college, but because our endeavor in Germany is only to enable them to be *useful* members of their hearing families. We have no money to give our pupils a higher education, and what is more, it would be very difficult to find employment for highly educated deaf in Germany.

THE CONGRESSES OF THE DEAF HELD AT LIEGE, BELGIUM, AUGUST, 1905.

G. FERRERI, ROME, ITALY.

During the last month of August two Congresses of the Deaf were held at Liege, where the International Exhibition had called together people from every part of the world. The first Congress was denominated a *Free* Congress in order to distinguish it and separate it from the *Official* Congress held under the patronage of the Government.

Representatives from Belgium, France, England, Germany, Finland, Norway, Spain, and Italy took part in the Free Congress. M. Yest was elected the President, and M. Londrain, Berchem, Ste. Agathe, Bruxelles; Ferreri, Rome, Italy; Sleight, Northampton; Laufer, Paris; Bothy, Bruxelles, were called to complete the Presidential Committee.

M. Gaillard, Paris, was the only reporter of a long series of resolutions which had already been approved by a special Committee. The majority of these resolutions were passed without any change in them; but some of them formed the subject of long and spirited discussions.

The most important questions were resolved as follows:

1. The Congress, considering that the instruction of the Deaf cannot have the character of a charity, it must be sustained, protected, and encouraged by laws and regulations concerning the public instruction,

Resolved, That the schools for the Deaf should be put under the inspection of the School Authorities.

In order to understand the importance of the above resolution, one must consider that the Institutions for the Deaf are still under the Authorities of the Public Assistance in the majority of European countries. Besides, that the instruction of the Deaf is still free and optional in Italy, France, and Belgium. Hence the second resolution:

II. WHEREAS, The Deaf have the same rights as normal children to receive an elementary instruction,

Resolved, That special laws should be promulgated in every civilized country in order to provide an education for all the Deaf by means of schools, sustained and assured by obligatory and proportional contributions of the State, Provinces, and Communities.

Another discussion was held in regard to Training schools for the teachers of the Deaf. Two tendencies had been manifested: (a) the introduction of Primary teachers in the schools for the Deaf without a special training; (b) the necessity of special training of teachers of Articulation. The advocates of a special training in articulation instruction also ask that lessons in Orthophony and Elocution should be enrolled in the program of the Common Normal Schools.

The following resolution was passed:

III. WHEREAS, A special training for the teachers of the Deaf in indispensible;

Resolved, That special Normal schools should be connected with the Institutions for the Deaf which are in a suitable condition for this purpose.

M. Ferreri spoke on the utility of Kindergartens, quoting on this subject his own observations made recently in the United States. He proposed that Kindergartens should be founded independently of the Institutions for the Deaf, because he believes that special teachers (preferably women teachers) are needed for the first education of deaf children not yet of school-age. But the Congress on account of greater practicability did not approve of the suggestion of M. Ferreri and—

IV. *Resolved*, That classes of Kindergartens should be connected with the existing Institutions for the Deaf.

The Congress, also considering the good and excellent results given in Northern countries from the selection of deaf pupils according to their mental condition, recommended the establishment of special schools for defective deaf-mutes.

The question of a higher education for the Deaf was renewed and therefore:

V. The Congress, considering that the Deaf of good intelligence and also because of their poor financial condition, should

not be sacrificed to their companions who have the means with which to elevate and complete their education,

Resolved, That special schools should be established in connection with the Normal schools for the training of teachers.

A serious question in regard to "the methods of instruction" was discussed. As this meeting at Liege was the first time in Europe that the Deaf and their instructors had met together, this question assumed an extraordinary importance.

It was, of course, very difficult to reach an accord on this debated subject, but after a long and calm discussion directed by Mm. Laudrain, Bothy, and Ferreri, the French Deaf under their leader M. Gaillard, approved of the following resolution:

VI. WHEREAS, Experience confirming the value of speech spoken and read from the lips, the Congress does not believe there should be, nor is it in accordance with the progress of scientific pedagogy to make, any change in the resolutions of preceding International Congresses; it therefore expresses the wish that speech should be taught to every deaf person when they enter the school, and this teaching be continued for all those who can profit it; for those however who cannot learn to speak, writing is preferred; signs must be tolerated during the recreation of the pupils.

VII. The Congress, recognizing the fact that the use of signs is necessary for a lecturer in order to be understood by a large audience of the Deaf; and considering that one must not take into account the exceptions of the Deaf of extraordinary ability in lip-reading, without in any way modifying the preceding resolution upon the methods of instruction,

Resolved, That a lecturer to the Deaf must prefer the use of signs to every other means of communication.

Special resolutions were passed concerning the *social relations* of the Deaf, but they are omitted here not having any great importance for American readers.

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The *Official* Congress held at Liege in the University of the State, was divided into two sections: Deaf and Hearing people. The President of the first section was the deaf M. Dresse, and the

President of the other section, Father Stockmans, Superior of the Congregation of Charity in Gand.

The combined programme for both sections was as follows:

I. The Deaf before their admission to school. Kindergarten exercises and occupations of the children. Pictures in the instruction of the Deaf. Books for the school.

II. Organization of Industrial teaching in the schools for the Deaf. Choice of a profession. The importance of an agreement between the Principals of the schools and the patrons of the shops of the city in order to increase the too limited number of professions actually taught to the Deaf.

III. Assistance of the Deaf: Associations for mutual aid and their organization, Agricultural asylums and Homes of retreat for the aged Deaf unable to work.

The above program was carried out with calm and cordial discussion in the four sessions held and the following resolutions were passed:

I. WHEREAS, Nothing can advantageously be substituted for the education given by the mother in the first years, *resolved*,

1. That it is necessary to leave the child at home as long as possible, or at least until the fifth or sixth year of his age;

2. That in the case of parents who cannot take care of their children, these can be sent to the ordinary Kindergarten;

3. That for those children who can neither be educated at home nor in the common Kindergarten, the establishment of special Kindergartens in connection with the existing schools for the Deaf is necessary.

II. WHEREAS, Pictures are very useful in the instruction of the Deaf, the Congress believes that a large use of them can be made in the schools.

III. It is not necessary to put books into the hands of the pupils during the first year of instruction; but when their intelligence is sufficiently developed they must be provided, 1, with illustrated Albums; 2, with school-books written expressly for them by teachers; 3, with text books selected for them from those adopted in the common primary schools for hearing children.

IV. That the Industrial training should be organized in such a manner that the deaf pupils can be initiated into a profes-

sion during their instruction in school, and therefore special departments for Manual instruction should be established in the existing Institutions. Thus it will be easier for the Principals of the schools to take into consideration, in the choice of a profession, (1) the desires of the parents; (2) the intellectual and physical abilities of the pupil; (3) the social condition of his family; and (4) the industrial conditions of the country where the Deaf will be obliged to live.

V. That the friends and patrons should try to induce the Deaf to give their names to the Association for mutual aid; that a well organized patronate should be connected with each school; that Asylums and Homes of retreat for the Deaf unable to work should be encouraged.

Similar resolutions in substance, if not in form, were adopted by the section of the Deaf. The organization of both sections of the Congress having been the same, the votes also, of course, had been prepared in advance and the Convention assumed a character of academic session, without life and utility for the urgent needs of the majority of the European Deaf.

WISCONSIN STATE TEACHERS' ASSOCIATION, SPECIAL EDUCATION SECTION MEETING.

ANNA E. SCHAFFER, MADISON, WISCONSIN.

The Special Education Section of the State Teachers' Association convened in the gymnasium of the State Normal School in Milwaukee on the afternoon of Dec. 28, 1905. Mr. C. R. Showalter, former superintendent of the School for the Blind at Janesville, presided. Two o'clock, the hour for opening, showed a fairly large audience, among them leading specialists in this line of education. Several fine musical selections were rendered by two of the Janesville students. These boys were totally blind. Their playing was of a high order of excellence. The first selection was on the violin, accompanied by piano. A piano duet followed. The audience sat enraptured; such a display of musical talent on the part of these afflicted boys surprised every one, and it spoke volumes for the infinite patience and determination necessary in order to become so skillful.

The first subject presented was, "What the Public Schools for the Deaf in Wisconsin stand for, and What They are Doing," by F. M. Jack, City Superintendent of Schools at Sparta, Wis. This practical and interesting paper follows:

WHAT THE PUBLIC DEAF SCHOOLS IN WISCONSIN STAND FOR, AND WHAT THEY ARE DOING.

In the first annual report of the Inspector of Schools for the Deaf, made to the State Superintendent of Public Instruction of Wisconsin, June 30, 1902, is found a very complete, yet concise, history of Deaf Schools, especially of the Wisconsin System of Public Schools for the Deaf. The eleventh Biennial Report of the Department of Public Instruction of the State of Wisconsin, July 30, 1904, contains the account of the growth and development of these schools and is the latest printed information available to date.

I believe that one may secure copies of these reports by applying at the office of Public Instruction, Madison, Wisconsin. They are interesting, instructive, and inspirational. I would suggest that all persons who are

in any way connected with deaf schools provide themselves with copies of these reports. I assume that my hearers are familiar with these reports, therefore this paper will in no wise deal with the beginnings and early developments of the Deaf Schools.

The Deaf Schools today stand for exactly the same underyling, fundamental principles that actuated their founders in first establishing them. They stand for the same broad principles of education that our Public School System stands for. They stand as they should under the direct control, management, and supervision of the office of Public Instruction in just the same manner and for the same reasons, as other public educational institutions of which the State Superintendent is the head. Incidentally, let me quote: "The powers and duties of the State Superintendent are constitutional provisions and cannot be lightly set aside."

These schools stand as the sacred rights of the people of the State of Wisconsin. Who could conscientiously say that they are not equally as sacred to them as are all other departments of the public schools?

In a general way it may be stated that Public Schools are established and maintained for the purpose of developing child-powers; put it specifically—to unfold the child to himself; to make him what his Creator intended he should become; to equip him with such power and skill that it will be possible for him to apply his knowledge to the practical problems of life; to develop his character that will make him an honest, intelligent, industrious, God-fearing, and useful citizen; to unfold a being, capable of self-government, self-control, self-help; a living, thinking, charactered member of society.

In a paper read before the Western Wisconsin Teachers' Association at Sparta last October, giving the history of the Wisconsin System of Public Day Schools for the Deaf, Prof. R. C. Spencer demonstrated very clearly, that the Day Schools for the Deaf are an integral and harmonious part of the Public School System, and in keeping with the spirit and purpose of public schools in the development of human capabilities and character.

The experiences of 25 years in the organization and management of the Public Day Schools for the Deaf seem to emphasize the feasibility and wisdom of the plan of decentralization; of making them a part of the Public School System. Their increasing popularity today would seem to add greater emphasis. These schools are without doubt an important element of the public school system, and give a broader view and wider horizon to its construction, power, influence, and accomplishments.

There are certain advantages and values attached to the Day Schools which, in my opinion, are not found in and cannot be met by a centralized institution. I invite your attention first to a few advantages.

1. The majority of children are at home. Statistics show that approximately 85 per cent. of the pupils in these schools today whose average age is ten and one half years, live at home, in the midst of that freedom, that guidance, and that parental influence so significant to the *life* and *character* of children of that age. There is no other influence, be it ever so great, that can approach a mother's love and a father's wisdom

during these tender years of a child's life. A child has implicit faith in his home. Suppose the child is not in his own home (should he board), and statistics show that approximately 15 per cent. are boarding in good homes, yet, in his case, the family is the unit. He enjoys the benefits and privileges of the family life, which is the naural life. We all know that in an institution where a large number are gathered there must be, of necessity, rules and regulations which restrict the freedom and cramp the activities of the children, and narrow the horizon of life's relations, duties, associations, and possibilities.

2. The Day School children mingle continually with hearing and speaking children in the home, on the way to and from school, on the playground, in school exercises, socially, in other places—churches, Sunday School, and so on. It was a source of much pleasure and satisfaction to the pupils, teachers, and friends who assembled last Friday afternoon to participate in the Christmas program as given by the 6th, 7th, and 8th grade children of the Sparta Public Schools, to have their school room graced by the presence of three of the pupils from the Deaf School. Let me say that those children came on the same general invitation that was extended to the public. They were at home and as happy in that Public School building as any other person present. Have not such associations a deep and lasting influence on the lives of these children? They received a cordial welcome and the glad hand of schoolboy and school-girl companionship from those Public School children. Will they ever forget it? Does not this illustrate and tell us in no common way what the Day Schools stand for and what they are doing for their children?

3. The fact that the child is a member of the great public school system is always with him; *he feels it.* By this environment he is continually trained to be a *harmonious* and useful member of society; the atmosphere of the speaking and hearing world in which he lives, cultivates his physical, intellectual, and moral side.

4. The Day School is not only a distinct advantage to the child, but to the community; it interests the various organizations and social forces of the community in its important work: it is especially instrumental in fostering the spirit of co-operation of the homes and schools.

The following values attach to the Day Schools:

1. The interests and sympathies of the child are stimulated in a home as they could not be elsewhere. The interests in the home are common. Should the family be poor and struggling—the very effort made daily to "get on"; the sacrifices and the talking over of "family affairs," have an inestimable value in the "training for life," on the part of the child. These are lessons in domestic and social economy which he could never learn in an institution, or, for that matter, anywhere else. In an institution everything is more or less prepared and handed out to the child, as though by magic: later when he must earn *his own way in the world it will* be difficult for him to understand that all these comforts of life do not come of themselves. The training which any child gets in the home, where he must early learn to bear his part of the burden, and the benefit of knowing that there is a struggle and that all members of the family must band together to engage in it, as compared with a life in an Institution where these elements are lost sight of, is, I believe, constantly overlooked.

2. The constant companionship and intercourse with the hearing fit the child for life among the hearing—with whom he must dwell when in later years he earns his living. Can such a value be estimated?

3. He grows to *be like* the hearing boys and girls around him. This

appeals to him, and increases his pride and self respect, and thus adds to his usefulness and consequently to his happiness. The main object in life is to make our fellow creatures happy. In so doing we are fulfilling a great ethical principle.

4. A public deaf school appeals to the community—because its work is not only educational but philanthropic. As one of our noted educators has said, it displaces the old-time selfish dictum of "A survival of the fittest," and makes the afflicted child "fit to survive." In this it is the gospel brought to earth; it is a Christ-like work. It is because of this element in it that every community where a day school is established will not willingly part with that school. It is a continual object lesson to other teachers and pupils. It helps the deaf by enabling them to be like those around them—it helps the hearing by broadening their sympathies and their charity for others. It means the altruistic spirit prevalent in the community.

To *measure* what the day schools stand for, and what they are doing, one needs but to give the community sentiment regarding these schools. An opportunity was afforded last winter to get expressions from the various communities where these schools are.

It will be remembered that during the winter session of the Legislature a bill was framed which appeared to be an attempt to interfere with and alter the management and good work done by the Day Schools for the Deaf. It caused an agitation in every Day School community and met with an emphatic "No," from patrons, newspapers, boards of education, and all educators and citizens who knew what the schools stood for and what they were doing.

A prominent member of the School Board in one of our largest cities is quoted as saying, and that recently, "I had rather lose any part of our Public School System than the Deaf School. Should any legislation be enacted that would remove the public deaf schools, I should be the first one to introduce a resolution that my city maintain a school for the Deaf at her own expense."

During the past year the Deaf Schools throughout the state have been invited to appear before the Women's Clubs, the Relief Corps, at church socials, etc. Their popularity grows continually. New schools are being established.

As a rule the deaf school is the special pet and pride of school boards. Just as in the family the afflicted child is shown special fostering care by the parents—so does the deaf school receive careful attention and interest from its board. Each school is well equipped not only with the essentials but some of them have beautiful pictures, libraries, statuary, and pianos. School Boards and Superintendents invariably point to their deaf school with pride and lead their visitors to it.

Knowing that the State Inspector of the Deaf Schools had spent time in looking into and studying the *Nature and Character of the Home Life and Work* of the children, I asked her views on the question and quote to you her answer: "As a rule, deaf children, in their own homes, enter into its domestic management and life as active members. I have visited nearly all of the homes outside of school hours—so that I might observe the home life of the child. I have found the older girls at various occupations: sweeping, dusting, ironing, scrubbing, cooking, making beds, mending, sewing, doing fancy work, etc. The boys get in the wood and coal, run errands, split and saw wood, repair fences, build dog houses, carry in water, and frequently help wash dishes, iron, etc. The homes of the majority of the deaf children in our schools are those of the ordinary type, where each member assists in the family work. As a rule the

children attend church and Sunday School and their school work extends to the home, so that the bond between home and school is strengthened. The interest manifested by the other members of the family in the school work of the deaf child adds much to his happiness." Coming as these statements do from one in authority, and an eye witness, they are freighted with significant meaning.

In this connection the question naturally arises, "What is the Character of the Home Life for Boarding Children?" About 15 per cent. of those attending the public deaf school have to board. A home is chosen for these children with extreme care. Usually the teacher assumes the responsibility of finding the home, sometimes members of the Women's Club do this, or, of the School Board, or the City Superintendent. It is always chosen by one who is a proper judge of what such a home should be. After the child is placed in the home where he must board, the teacher never relaxes her vigilance. She is in constant touch with his home life. More strict supervision is given to these children than to those who are in their own homes.

The children who board are never found on the streets unless some business takes them there. They always attend church and Sunday School. Their daily regime as to food, bathing, etc., is usually prescribed by the teacher or the parents of the child, and, in every way the "foster parent" and teacher co-operate in the home training of the child. There is no instance now on record where these children who board have not had proper care and love. Mothers who open their hearts and homes to these afflicted children are not actuated by mercenary motives, but by purely Christian ones. The home selected is one which, while it will seek to elevate the child, yet is not so far above the plane of the child's own home as to make him dissatisfied when he returns.

The statements of parents relative to the local schools should be given consideration at this time. These opinions are of no small value in furnishing data to estimate the merits of the Day School, to show what it stands for and what it is doing, and what it means to the parent.

When the Legislative Conference was on last winter relative to these schools, letters were received by superintendents, teachers, members of School Boards, and the State Inspector, from various parents containing statements like the following:

"I should be heart-broken if this school is closed. I cannot send my child away from home." (Eau Claire.)

"My daughter was in the institution for two years—and I have been so happy to have her in this school so that she could be at home." (La Crosse.)

"Please don't let them take away the deaf school in Green Bay. We moved to this city so that our son could attend and be at home. We cannot send him away, and he is learning so fast here."

A mother arose in the meeting at Sparta. She had made a great effort to attend—for she lived outside—and with tears in her eyes said that she wanted to tell what the Sparta school had done for her boy.

Other mothers added their testimony in a heartfelt way.

Probably as good an example of a parent's interested activity in the Day School question is in the person of Chas. Millard, of Sparta, Wis. It would be a long story to relate his experiences in securing school privileges for his child and at the same time keep her at home. I will therefore mention only a few facts. So desirous was Mr. Millard that his child should be at home that when the Day School was organized at Black River Falls in 1897, he gave up a lucrative position in Sparta and moved his family to Black River Falls. He was engaged in the livery

business there for two years. It was not a prosperous business. An opportunity opened to return to Sparta, but, before accepting it, Mr. Millard determined if possible to establish a Day School at Sparta. After several months—March to August—of untiring effort, unabated zeal, miles of travel, and expenditure of money, six children were secured and a school established in 1899 at Sparta, with Miss Rudolph as teacher; since which time it has been a prosperous school. At its inception Mr. Millard opened his home, kept the children gratis, until by its effective work the school proved its right to a place in the hearts of parents of children of defective speech and hearing, and to the hearty support of all citizens. There is no happier home in Sparta than Mr. Millard's, and largely because his children are being educated in the Public Schools and in the Day School at home. This is *one* illustration of the fact that parents are very reluctant to surrender their deaf and speechless children to the care of strangers in a strange place, and are more reluctant to part with the girls than with the boys.

Let us put ourselves in the place of these parents and ask the question: How about sending our little ones from home? Will not the foregoing statements then mean more to us?

This question has been partly answered in the preceding pages under "Home Life of Children," but I desire to add that many parents not only need the help of the children in the housework but sometimes the older boys and girls add very materially to the family exchequer by earning money outside of school hours. I doubt not but that specific illustrations could be furnished from every day school in the State. I have in mind at this writing the names of Martin Johnson, Theodore Lee, Ralph Doane, pupils in the Sparta Day School, who to my personal knowledge earn from $1.50 to $2.50 every Saturday working in gardens, on farms, shining shoes, carrying in wood, mowing lawns, cleaning walks, helping in stores, odd jobs, and so on. I suppose that similar cases may be found in every Day School in the State.

Some of the girls earn money by doing fancy work (one girl in Sparta earned her Christmas money in that way). Some help at a neighbor's or some family in the city on Saturdays, and earn money in this way. This I take it is practical manual training and domestic science.

Statistics show that at the present time approximately 225 children attending Day Schools in Wisconsin are living at home; that during the past two years about 28 families changed their residence for the purpose of school privileges and that the children might be at their homes.

The establishment of these schools at centers near to the homes of the children, coupled with the arguments of parents whose children have had instruction in them, have been the main factors in increasing the enrollment in the Day Schools. The following table is of interest and value:

	Number of pupils enrolled
In 1895	95
In 1902	208
In 1904 (June)	222
In 1905 (June)	246
In 1905 (Dec.)	271

I am informed by the Inspector of the Day Schools that if teachers can be secured, two new schools will be opened next month—January, 1906. It seems to me that this growth—208-271—during the past three years tells most emphatically what the schools "Stand for and are Doing."

In the early part of this paper attention was called to a few advantages and values of the Day Schools. I believe those cited are preeminently favorable to them. Other reasons may be offered to show that the Day Schools meet and solve problems in a more desirable way and to better purposes than an institution can. I give a few:

1. Children trained in the Day Schools alongside their hearing and talking brothers and sisters will not be unhappy, when, upon leaving school, they are thrown, of necessity, among hearing and speaking people, where they can earn their living. On the other hand, for obvious reasons, the children trained in an institution will be more or less discontented and unhappy when placed in like relations. It is said that sign taught deaf who cannot read lips are *unhappy* unless with the deaf. The institution is "home" to them, no other place is. Hence these people are not so well trained and equipped for useful citizenship as are the day school people. The Day School is an integral part of the public school system and draws its vitality from the same sources as all other public schools. *This makes for good citizenship.*

2. The institution affords excellent facilities and advantages for manual and industrial training, yet, the Day Schools contend with sound reason that the deaf in these schools get the more practical manual and industrial training; besides what is given systematically and regularly in the school, it has been shown to what extent the Day School children have the practical house work and all lines of work pertaining to home and field, while living at home. This experience trains in self-reliance and cultivates every faculty of the mind. No one ever thinks of questioning the relative value of the experience of the country child and the city child, neither should, in my judgment, the question regarding the relative merits of practical home work and the shop work of an institution call for, or receive, much serious consideration.

3. The life of the home and the community touch the Day Schools as they cannot touch the institution, for obvious reasons, hence the institution child is cut loose from all these forces and is apt to become a misfit and unhappy because of such isolation.

4. The "Combined System" as used in the institution is a menace to good speech and lip-reading. The Day Schools employ only the oral method, hence the children in these schools are not continually handicapped by the mixture of methods—the oral in the class room only, and signs on the playground and elsewhere. To become proficient in the oral method that alone must be used. If signs are allowed, pupils will neither become good lip-readers nor good speakers.

5. The Day School stands as a representative of that pure democracy which is the corner stone of our public school system. The institution life is not a synonym for such democracy. There is growth in battling with live forces, there is stagnation in isolation. Who would not prefer to drive a span of standard bred horses to managing an automobile?

6. The Day School improves and elevates this class of unfortunate children (the deaf, hard of hearing, and those having defective speech), and lightens the burdens of individuals, families, society, and the state.

7. The Day Schools are an advancement along educational lines. The oral method is a sympathetic response to the life ties in the home.

I might continue to enumerate and enlarge upon the excellent features of the Day Schools as reasons for their place among us, but this seems unnecessary.

I have only to say in conclusion that they are what they are, and do what they do, by virtue of the place they fill in the hearts of afflicted homes.

The discussion following the paper was opened by Supt. H. F. Leverenz of Sheboygan. Mr. Leverenz has had a deaf school under his supervision for a good many years, and thus could speak from the fullness of his own experience. His particular thought was the value of the Day School as reflected in the lives of the pupils, outside of the school and after they have left the school and gone out into the world to earn a living. Owing to the lack of time for further discussion, the subject had to be closed when the interest was at its height.

A paper by Miss Fitzgerald entitled, "Echoes from the Morganton Meeting," was presented next. It was a matter of disappointment to those present that the paper was not read by its author. Miss Fitzgerald, however, in her pleasing, modest way, explained her reasons for not reading it herself, and requested that Supt. E. W. Walker of the State School for the Deaf read it for her.

The paper was rather on the order of an "autobiography," and the writer, as a result of her own experiences, made a plea for the "combined system," emphasizing the value of the sign and manual method as the most satisfactory means of receiving and conveying information.

This paper was followed by an able address by Dr. Wilmarth of the State Home for the Feeble Minded at Chippewa Falls. Dr. Wilmarth held the attention of all, while he told about the "Education of the Feeble Minded."

Supt. Wilmarth has given many years of his life to this work. He is not only an expert, but he is an enthusiastic one. He is doing a great work among this class of defectives, and is proving the almost limitless possibilities of education and training in their behalf. Dr. Mary D. Pogue of the Lake Geneva Sanitarium for nervous diseases in children, followed Dr. Wilmarth in the further development of this subject. Dr. Pogue spoke in a most interesting manner on the value of motor and sensory training; corrective and respiratory gymnastics; speech development, etc., for these children. Dr. Pogue's efforts are directed toward the preparation for lives of usefulness of those children who need to be educated privately.

Her address should have been heard by teachers of the

normal child, as well as those of the defective child. It carried a message to the minds and hearts of all who seek to elevate humanity, and who are ready to "labor and to wait," who consider no case a hopeless one, and who believe that the old-time saying, "A survival of the fittest," is narrow and selfish and would displace it by making "Fit to survive" their text.

Pres. Salisbury of the Whitewater Normal School, discussed this subject further. He dwelt particularly upon the early history of the movement to establish the State Home at Chippewa Falls. Pres. Salisbury is looked upon as the "Father" of the movement. His untiring efforts aided very materially in bringing about the present excellent conditions for the care and training of this class of unfortunates in Wisconsin.

The closing number on the program was a particularly strong paper by Supt. A. J. Hutton of the Boys' Industrial School at Waukesha. Mr. Hutton is always whole-souled and earnest. His subject, "Educating the Incorrigibles," had in it much food for thought. Mr. Hutton showed the danger on the part of parents and teachers in misunderstanding and misdirecting the boy, who, because of this, and from sheer discouragement, often "goes to the bad."

Mr. Hutton put in a strong plea for the "Bad Boy," who has frequently many virtues which have become perverted and changed to vices because of wrong training and supervision on the part of those who have authority over him. Supt. Hutton's paper should be read by all parents and educators.

The following committee was appointed by Chairman Showalter to nominate a president of the Special Education Section for the ensuing year: Prof. O. G. Schuster, Mr. W. N. Gray, Miss A. E. Schaffer. After a short business recess, the committee presented the name of Supt. A. J. Hutton, who was unanimously elected president. Mr. Hutton will make an able president and the Special Education Section may expect a strong program for the 1906 meeting.

Much credit is due to Mr. Showalter for the excellent program presented at this meeting, and for the musical treat afforded the audience on the part of the blind boys.

NECROLOGY FOR 1905 OF PERSONS CONNECTED WITH THE EDUCATION OF THE DEAF.

Bell, Alexander Melville; the inventor of Visible Speech and the foremost authority on phonetics; a teacher of elocution in the University of Edinburgh, and lecturer at the University of London, at the Lowell Institute of Boston, and at Queen's College, Kingston, Canada. He took deep interest in the welfare of the Deaf, and especially in the work of the Volta Bureau and of the American Association to Promote the Teaching of Speech to the Deaf. Died August 7. For sketch of his life, see Vol. VII, page 421, of THE ASSOCIATION REVIEW.

Barton Edwin; for thirty years in charge of the cabinet shop of the Flint, Mich., school. Died June 10.

Booth, Edmund; a graduate of the Hartford, Conn., school, and for several years an instructor there. For nearly fifty years owner and editor of The Anamosa (Iowa) Eureka, an influential weekly journal. Died March 20. For sketch of his life see Vol. VII, page 225, of THE ASSOCIATION REVIEW.

Carter, John W.; for a quarter of a century Treasurer of the Board of Trustees of the Beverly, Mass., school. Died January 4.

Ceroni, J. B.; Rector of the Royal Institute for the Deaf at Milan; one of Italy's most prominent educators. Died January 27.

Chamberlayne, Hartwell Macon; a graduate of the Washington Heights, N. Y. school and a teacher in the Staunton, Va., school from 1890. Although deaf from birth, he served in the Civil War. Died March 29.

Clarkson, George C.; former Mayor of Rochester, N. Y., charter member of the Board of Trustees of the Rochester school for the Deaf, for seven years Vice President, and for twenty years President of the Board. Died August 29.

Cunningham, Georgiana M.; for thirty-four years Matron of the Donaldson Hospital, Edinburgh. Died April 12.

Day, George E., D. D.; a former instructor in the Washington Heights, N. Y., school, and subsequently connected with a number of leading seminaries and universities; chairman of the American branch of the committee that revised the English translation of the Bible, and a contributor to a number of standard theological works. He always retained his interests in the Deaf. Died July 2.

Eddy, Emily; a teacher in the Delavan, Wis., school for thirty-eight years. Died September 14.

Eddy, Rev. Levius A.; a teacher in the Delavan, Wis., school for fourteen years, Superintendent of the West Virginia school for one year, and

a teacher in the Danville, Ky., school for thirty-two years. Died September 28.

French, Martha Forbes; instructor of sewing in the Horace Mann School, Boston. For sketch of her life see Vol. VII, page 343 of THE ASSOCIATION REVIEW.

Greve, Hugo; a prominent German teacher of the Deaf. Died July 30.

Harter, Martin; Director of the Institution for the Deaf at Meersburg, Baden, Germany. Died June 29.

Jorgensen, Geo.; a prominent Danish teacher of the Deaf; for many years Director of the Institution at Fredericia. Pioneer of the speech method in Denmark. Died June 3. For life sketch see page 79.

Kratz, Ferdinand; Director of the Institution for the Deaf at Lieznitz, Prussia. Died July 25.

Larson, Mrs. Cora B. Gunn; a graduate of the Jacksonville, Ill., school, and a teacher there from 1885 to 1893, when she married Lars M. Larson and became the Matron of the New Mexico school. Died December 5.

Lickefett, Miss; for many years a most efficient teacher at the institution for the Deaf at Braunschweig, Germany. Died August 8.

Lockhead, Grace R.; a teacher of the Flint, Mich., school for five years and later in the Jacksonville, Ill., school. Died August 23.

Lund, Julius; a prominent business man of Copenhagen, Denmark, a member of the Danish Association of the Deaf and one who devoted much of his means and spare time to the interests of the Deaf. Died November 26.

Matuszewski, Valentine; for many years Director of the Provincial Institution for the Deaf at Posen, Prussia. Died June 25.

Montag, Dr.; Chief of the Bureau of Deaf-Mute Instruction in the Prussian Ministry of Public Instruction. Through his efforts many improvements were introduced into the Prussian system of educating the Deaf. Died September 28.

Murphy, Ellen R.; for many years a valued teacher in the West Chester, N. Y., school. Died November 12.

Rattenzatter, Joseph; for many years teacher in the institution for the Deaf at Pforzheim, Baden. Died February 15.

Rodes, Boyle O.; for a long time Member, and for the last ten years President of the Board of Commissioners of the Danville, Ky., school. Died in February.

Rogers, Thomas J.; a graduate of the Jacksonville, Ill., school and a teacher of penmanship and assistant in the art department of the school for twenty-one years. Died December 7.

Ross, Chas. W.; Member of the Board of Visitors of the Frederick, Md., school since 1884; Treasurer of the Board from 1896. Died in February.

Scalabrini, Mr.; a benefactor of the Deaf and founder from his private means of the Piacenza, Italy, Institute for Indigent Deaf.

Stites, Kathryn F.; at one time Matron, and from 1896 a teacher in the Columbus, O., school. Died February 16.

Valentine, Ezra G.; for several years a teacher in the Delavan, Wis., and the Indianapolis schools. Died August 19.

Voss, Heinrich; Director of the Institution for the Deaf at Stralsund, Prussia. Died October 11.

Valade-Gabel, Theophile; son of the late J. J. Valade-Gabel, Director of the Institute for the Deaf at Bordeaux. For six years he assisted his father in his work, for which he showed a special aptitude, and throughout his life exhibited the warmest interest in the Deaf.

Weidig, Andreas; a prominent Prussian teacher of the Deaf. Died February 4.

CONTEMPORARY THOUGHT.

WHAT THE BLIND CAN DO.

An article under the above title, in the current, January 4th, number of the Youth's Companion (Boston), by Helen Keller, gives a comprehensive view of the entire field of endeavor at present open to blind people, together with suggestions for enlarging the field in practical ways. We regret space does not permit giving more than the following, the closing paragraphs from the article, which is throughout in Miss Keller's usual happy optomistic vein:

In English cities from six to thirteen per cent. of the blind are in workshops; in America, only six hundred blind persons, about one per cent. of the entire number, are employed in industrial establishments.

But a brighter day dawned for the blind in America when New York and Massachusetts awoke to the necessity of looking into the condition of the sightless. Connecticut, Pennsylvania, Wisconsin, California, and Michigan are all active in the effort to make wage-earners of the blind. The nature of the work which has begun, and should be extended as rapidly as possible, is represented by the endeavors of the Massachusetts Association to Promote the Interests of the Adult Blind.

This association has opened an experiment station in Cambridge, to find and test industries that seem practicable for the sightless. The blind are sought out in their homes, and when possible they are taught trades, their work is brought to the notice of the public, and the capacity of blind men and women to operate certain automatic machines in factories is demonstrated to employers.

Hitherto the chief industries of the blind have been the manufacture of brooms, mattresses, baskets, brushes, and mats, not all of which are profitable in this country. The effort should be to increase the number of possible lucrative occupations for the sightless.

A young blind man was trained at the station in Cambridge in ten days to cut box corners in a paper and tag factory to the satisfaction of his employer. Another young man has succeeded in taking, by means of a shorthand writing-machine, acceptable interviews for a newspaper. A young blind woman was taken from the poorhouse, where she had been for three years, and placed in a hairpin factory, where she has found work that she is capable of doing.

The experiment station is now at work on a patented mop invented by a blind man. This "Wonder Mop" can be made entirely without sight, and the plan is to have blind agents from Maine to California sell it. If the mop proves as successful as it now promises to be, it will go a long way toward solving the industrial problem of the blind in this country.

What the blind workman needs is an industry that will enable him to produce something that people will buy, not out of pity for him, but because it is useful or beautiful. The blind will not lack for customers if their articles are of the best material, design, and workmanship.

The workers at the experiment station have received more orders for their rugs, sofa pillows, and table-covers than their limited means and inadequate space enable them to fill promptly. Workers for the blind have found both manufactures and employers glad to cooperate with them when they understand that it is opportunity and not charity that is asked.

There is no law on the statute books compelling people to move up closer on the bench of life to make room for a blind brother; but there is a divine law written on the hearts of men constraining them to make a place for him, not only because he is unfortunate, but also because it is his right as a human being to share God's greatest gift, the privilege of man to go forth unto his work.

THE FIRST WORK PUBLISHED IN GERMANY RELATIVE TO LIP-READING.

As far back as 1841, Dr. E. Schmalz of Dresden, Saxony, published a small volume—now exceedingly rare—entitled, "Lip-reading as a Substitute for Hearing and as a Means to Compensate, as far as Possible, the Deaf for the Loss of the Sense of Hearing." Some extracts from this work may be interesting: Persons who have reached a mature age and possess some degree of education will, even if they have understood half a sentence, be able to supply the rest; but younger or less educated persons will not be able to do this. This defect, however, may be corrected to a certain degree, if persons hard of hearing are taught to take in spoken words not only by the ear but also by the eye. In this way they can aid the remnants of hearing very considerably and be compensated for the loss of hearing. Parents of children who are hard of hearing should, therefore, consider it their urgent duty, as soon as they notice defects of hearing in their children, not only to consult a specialist in diseases of the ear, but at the same time instruct them, or have them instructed, in reading words from the lips of the speaker. Even if in the course of years hearing should be improved, the faculty thus acquired will under all circumstances prove useful. There are of course difficulties in the way, as for instance, in sentences where one word ends in the same letter which begirs the following word and only one of these letters is pronounced; or where, in speaking rapidly, several words are spoken as if they formed but one word; or if, through some physical defect of the lips—hare-lip, e. g.—the sounds are not pronounced correctly. But, in spite of these difficulties, lip-reading is by no means as difficult as some people imagine. Experience has shown that persons hard of hearing understand the spoken words much better by daytime, when they can watch the lips of the speaker, than at dusk or in the dark. The usefulness of acquiring the art of lip-reading is self-evident. A person who has mastered it completely will—unless he is exceedingly hard of hearing or very near-sighted,—get so far that in the intercourse with other persons little or nothing of his defect is noticed. In children whose hearing is defective

from a very early age, this is still more important, because it is the only means to prevent complete deafness. These general remarks are followed up by Dr. Schmalz, by systematic instructions for teaching lip-reading; and a collection of words for practicing lip-reading; and finally, by a small collection of words "which in lip-reading can easily be mistaken for other similar words."—[Medizinisch-padagogische Monatschrift für die gesammte Sprachheilkunde.]

UNVEILING OF THE HILL MONUMENT AT WEISSENFELS, GERMANY, ON THE 29TH OF SEPTEMBER 1905.

The resolution passed at the Congress of German teachers of the deaf, held at Hamburg in 1900, to honor the one hundredth anniversary of Hill's birth by erecting a suitable monument at Weissenfels, the chief scene of his activity, has at last found its realization. In the front garden of the Institution for the deaf at Weissenfels, there now rises on a pedestal of granite, Hill's bust, executed in bronze, which shows the features of the famous teacher of the deaf, true down to the smallest details and in a most characteristic manner. The Berlin sculptor, Peter von Woedtke, has produced a most artistic monument, absolutely true to life. The monument, which has a total height of 3.50 meters (11.4 feet), bears on the front the inscription, "Moritz Hill, 1805-1874." and on the back, "To the great teacher of German deaf, his grateful admirers at home and abroad, 1905." All the circumstances were favorable to the celebration; the weather was all that could be desired, a large and distinguished crowd had assembled from all parts of Germany, Italy, Denmark, and America, and owing to the conscientious and painstaking efforts of the committee of arrangement, the program was carried out in all its details. After the singing of several hymns, addresses were made by educational counsellor Walther, who made the principal speech, and the flag, which had enveloped the monument, fell and revealed the beautiful proportions of the bust to the assembled multitude. Mr. Walther was followed by Privy Counsellor Bartels, Governor of the Prussian Province of Saxony, who accepted the monument on behalf of the Province, and stated that the Provincial administration would consider it an honor to be the guardian of the monument. Then followed speeches by Director Jarand of the Weissenfels Institution, Mr. Hofbauer, President of the association of Bavarian teachers of the deaf, Mr. Schneider, delegate of the Saxon association of teachers, Director Franke of Halle, Director Vatter of Frankfurt-on-the-Main, Prof. Ferreri of Rome (in Italian), Prof. Carstensen of the Danish Institution at Fredericia, and Dr. Edward M. Gallaudet of Washington, D. C., all of whom dwelt on the great and lasting merits of Hill as a teacher of the deaf and a pioneer in this field of instruction, and deposited beautiful wreaths at the foot of the monument. Dr. Gallaudet's speech was in the German language, and in it he paid a glowing tribute to Hill whom he had known personally, and with whom during his visit to Germany in 1867, he had many conversations regarding Hill's method and work which, he said, made a deep and lasting impression on him.—[Blatter für Taubstummenbildung.]

GEORGE JORGENSEN.

The death of this eminent Danish educator of the deaf deserves more than a passing notice. He was born in Copenhagen, July 26, 1838. After he had been confirmed, he was apprenticed to be a cabinet maker. But as he was desirous of becoming a teacher, he was placed in the Teachers' Seminary at Jonstrup, from which he graduated after two years' study. In 1857, he was appointed teacher at the Royal Danish Institution for the deaf, and found time during his leisure hours to study so he could pass the University examination. When Jorgensen became a teacher at the Royal Institution, it had been in existence for 50 years, and the sign-method was the only method followed in the instruction of the deaf. In 1868, Jorgensen went to Germany to study the institutions of that country. He came home a thorough convert to the speech method, and became the foremost champion of that method in Denmark. In 1881, he was appointed Director of the well known Institution for the Deaf at Fredericia. With the utmost zeal and enthusiasm he worked here for many years, following exclusively the speech method. He also trained more than thirty teachers, both male and female, all of whom have become efficient and enthusiastic followers of the speech method. The growing infirmities of age caused him to tender his resignation in 1904. But his period of rest was not to last long. On the first of June, 1905, he peacefully breathed his last in the city of his birth, Copenhagen, to which he had retired after his resignation. On the 7th of June, 1905, his mortal remains were laid to rest in Fredericia, the scene of his activity, amid an immense concourse of prominent men and women from all parts of Denmark. His work was that of a pioneer for the cause of the speech method, and he lived to see the day when that method was followed in all the Danish Institutions. His labor will not be forgotten, and whenever the history of the education of the Deaf in Scandinavia is written, his name will occupy a prominent place.—[Effata, Fredericia, Denmark.]

THE ICELAND SCHOOL FOR THE DEAF.

The place of pastor at Orebatke, in Iceland, and Director of the little school for the deaf in the same place, which had become vacant about a year and a half ago by the death of the Rev. Olafur Helgason, has recently been filled by a young man by the name of Gisle Skulason, who studied theology at the University of Copenhagen. During the last year and a half, the school, which had twelve pupils, was in charge of two lady teachers, whilst Mrs. Helgason, as prior to her husband's death, gave board to the pupils. The annual confirmation service was held by a neighboring minister. Rev. Skulason is at present in Copenhagen, and on the first of September, 1905, began to study the methods of the education of the deaf at the Royal Institution in that city. The parish to which he has been called, is situated on the south coast of Iceland. It has two churches and a population of about 1800, and is, therefore, one of the largest parishes in Iceland. The country is fertile and is particularly distinguished by its extensive meadows furnishing an excellent quality of hay. The pupils of the school for the deaf are not employed in any manual labor, outside of their instruction proper, but engage in fishing and agriculture. —[Smaablade for Dovstumme.]

THE SECOND GENERAL CONVENTION OF AUSTRIAN TEACHERS OF THE DEAF.

This Convention attended by teachers from all institutions of the Austrian Empire, met in Vienna during the last week in April, 1905. One of the subjects of discussion was, "The mental care of the deaf." The deaf child stands isolated—greater aid should, therefore, be extended to him: In the *first* place, in the home; wherever, from some cause or other, the parental home does not awaken and develop the mental faculties with the means at its command, the child should be taken away from there at the age of five, and placed in a preparatory school for deaf infants. In the *second* place, in the school: the school for the deaf should awaken a love for all domestic virtues—cleanliness, order, thriftiness, politeness, faithfulness in small things, obedience, punctuality, etc.; the school should furthermore imbue the pupil with some aesthetic sense, awaken his sense and appreciation of all that is beautiful in nature, art and human life; the school should educate the pupil to a love of healthy activity, to delight in labor; the deaf must learn to rely on the work of his hands. In the *third* place, aid should be extended to the deaf after they have left school. Church and State will best care for the physical and mental well-being of the deaf if they establish supplementary courses for the adult deaf. The mental, and above all the spiritual, care of the deaf should extend over the whole life, if they are not to go down gradually. The deaf need special spiritual care. The church takes special measures to care for the sick and fallen. It should just as well extend special care and aid to the deaf. There should be special pastors for the deaf, well acquainted with the character of the deaf, and skilled in the sign-language. Such a pastor should have no other charge, so that he can devote all his time and energy to this work. The next subject of discussion was the necessity of establishing in Austria a normal school for training teachers of the deaf.—[Blatter fur Taubstummenbildung.]

A DEAF-MUTE PAINTER OF THE SEVENTEENTH CENTURY.

Of late years many deaf in various countries have gained distinction as artists; but it is something uncommon to learn of a painter living about 300 years ago, at a time when the education of the deaf was hardly thought of, who, in spite of his bodily defect, gained fame as an artist. This man was Wolfgang Heimbach, born in Oldenburg, Germany, in the beginning of the seventeenth century. When he was grown up, he traveled through the Netherlands and Italy, where the principal schools of painters of those days flourished. He was quite successful, especially in Italy, and several of his paintings are found in Italian galleries; in 1645, the Pope sat for his portrait. Later, he became court painter to King Frederick III. of Denmark. In the Royal Castle of Rosenborg, in Copenhagen, there are several of his paintings. One of these represents the carver of ivory, Jacob Nordmand; another shows a young merchant entirely absorbed in his accounts, utterly regardless of the light of the full moon which falls through a window at his back. Another painting by Heimbach is found in the National Gallery in London, and is given in the catalogue as the work of an unknown Dutch painter. But it bears Heimbach's monogram: Cop. (Copenhagen 1662). This picture represents a young man with the harbor of Copenhagen as a back ground. After having lived in Denmark many years, Heimbach returned to his native town of Oldenburg, where he spent the remaining years of his life.—[Smaablade for Dovstumme.]

BOOKS, PERIODICALS, AND REPORTS.

THE BLIND-DEAF. Second Edition. A Monograph; being a reprint of The Deaf-Blind, with revision and additions. By William Wade. Printed for private circulation. Hecker Brothers, Indianapolis, Ind. 1904.

Mr. Wade, in presenting this second and much enlarged edition of his work on the Deaf-Blind, but increases the debt the world already owes him for all his interest in and his philanthropies toward this hitherto overlooked, and, with rare exceptions, neglected class. The work typifies in its completeness Mr. Wade's whole hearted devotion and untiring zeal in behalf of all the blind-deaf whose existence may in any way have been brought to his knowledge. The book is a quarto of 149 pages, profusely illustrated, and beautifully printed. It should, and doubtless will, find place in every library catalogue in the country.

THE AMERICAN INDUSTRIAL JOURNAL. Published in the interests of the industrial departments of schools for the deaf and of the deaf themselves throughout the world. Wisconsin School for the Deaf, Delavan, Wisconsin. Warren Robinson, Editor. January. Vol. 1, No. 1.

This new publication meets expectation and fulfils promise, and we accord it a hearty welcome as an adjunct to the work of the education and training of the deaf. The publication is a quarto of 16 pages, printed on enamelled paper, and freely illustrated, and it is typographically a credit to the printing department of the Wisconsin School. The character of its contents will be suggested by the subjects treated of, here given: "Poultry Culture in Schools for the Deaf," by G. W. Veditz; "The Value of the Industrial Journal to Domestic Science Teachers and Pupils," Susan B. Kerr; "A Suggestion"; "Drawing and Manual Training," Lillian M. Sorrenson; "Painting and Decorating a Valuable Trade for the Deaf," H. L. Rideout; "Laconic is the Word," W. F. Grav; "A New Yorker's Opinion," Edward Perkins Clarke; "Persevere"—a poem; "Fred C. Larsen"; "In Memoriam: Engene J. Bendig"; "The Question Box"; "The Record"; "A Milwaukee Man's Views," Henry R. Plunkett; "A Question Answered," H. M. Bond; "The Deaf as Commercial Travelle-s." W. L. Parish; "The Labor World"; "James Adelbert Dudley." Editorial, complimentary, and news notes make this number complete.

A SUGGESTIVE MANUAL FOR THE USE OF PARENTS AND PUPILS. Prepared by Warren Robinson. Published by the Wisconsin School for the Deaf. Delavan, Wis.

That Wisconsin is thoroughly alive and active in all departments of the work of the education of the Deaf could hardly be better evidenced than in its numerous and varied publications issued from time to time designed to further that work. The title of this book quite completely describes it, for it gives much material that intelligent parents at least

may use in the home life in teaching their deaf children in vacations, and that the deaf themselves may use in adding to their vocabulary and their stock of language forms.

PURPOSE, CLAIMS, AND ADVANTAGES of the Wisconsin System of Public Day Schools for the Deaf. By Robert C. Spencer, Milwaukee, Wisconsin. 1905.

Mr. Spencer is another of the world's philanthropists whose unselfish interest and tireless zeal have inaugurated great movements and created lasting beneficent institutions. Mr. Spencer may well be accorded the title the father of Day Schools for the Deaf in America, and however opinions may differ as to day schools and boarding schools and their relative value, Mr. Spencer's faith in and advocacy of the former have undoubtedly contributed very greatly to give them their present strength and standing as an accepted part of our national system for the education of the deaf. At St. Louis in 1904, it was for the first time, in the Principals' Conference, conceded that "the Day School has come to stay," which means, if it means anything, that henceforth the best thought in the profession will be conserved and directed to the devising of ways and means to the best utilization of the day school system to the accomplishment of the ends for which it and all our systems exist. The pamphlet before us is largely historical, yet, as would be expected, argument is found on every page favorable to the day school idea, and the work will be an encouragement and an aid to all engaged in the promotion of the day school system throughout the land.

L'EDUCAZIONE DEI SORDOMUTI IN ITALIA [The Education of the Deaf in Italy]. A book containing a complete series of notes on the History, Statistics, and Bibliography of the development of the instruction of the Deaf in Italy. By G. Ferreri, Editor of the Periodical "L'Educazione dei sordomuti." Second Edition. Rome, 1905.

The Author shows how large a part the Italians took in the commercement of the education of the Deaf. The history of this branch of education is divided, as regards Italy, into two periods. The first period (1784-1873) is from the date of the opening of the first school for the Deaf, initiated in Rome in the year 1784, till the first Congress of the teachers of the Deaf held in Siena in the year 1873. The second period was from that Congress in which the Oral method had been accepted as best adapted for the education of the Deaf, and comprehends the last 30 years.

The statistics of the Deaf have given the following results: Census of January, 1872, 19,779 deaf; January, 1882, 15,300 deaf; February, 1901, 31,267 deaf.

A thorough comparative study shows the causes of the enormous differences in the above results. The conclusion of the author, from these researches, is that only one-half of the Deaf of school age (4000) receive instruction in Italy. The majority of the Institutions and Schools for the Deaf are the effect of private initiative. The number 2299 of the Deaf actually in the schools are classified as follows: Deaf educated in charge of the State, 128; of the Provinces, 733; of Public Charity, 1313; of their own families, 125.

The 49 schools for the Deaf at present in Italy are classified as follows:

1. Institutions for boys and girls (in separate buildings, for co-education is not allowed in Italy), 23; 2. Institutions for boys only, 10; 3. Institutions for girls only, 14; 4. Day-schools, 1; 5. Kindergarten, 1.

The Italian language is also taught in three schools under the Austrian government (Gorz, Trent, Triest), and in one of Switzerland (Locarno). M. Ferreri adds to his book the complete bibliography of the publications concerning the education of the Deaf.

LE FRANCAIS PAR L'IMAGE [French by Pictures]. An album of 600 pictures for first lessons in Oral and Written language. By A. Boyer with preface by M. V. Collignon, Principal of the National Institution of the Deaf at Paris.

EXERCISES D'OBSERVATION ET DE LANGAGE d'après les six cents gravures de l'Album "Le Francais par l'image" [Exercises of observation and language according to the Album "French by Pictures"]. By Boyer and Pautré, teachers at the National Institution for the Deaf in Paris.

Both these books are written for children of the first classes in the Institutions for the Deaf. The first one can be used by the children both in class and at home. The other one seems more appropriate for exercises of the school-room. The purpose of the authors has been to furnish the French schools with an album and a guide for using the pictures in the first lessons in language. The French schools need books of this kind, because the collection of picture-books of the Abbé Chazottes of Poitiers are not easily found and besides they were compiled according to the Manual method; the publication of the school at Asnières is, we think, little diffused. Thus the books of Messrs. Boyer and Pautré will be largely adopted as they can be compared with the same kind of special literature of which the countries of the English and German languages are so rich.

LE FRANCAIS PAR L'USAGE. Enseignement synthètique de la lange aux sourds-muets. [French by use. Synthetical teaching of language to the Deaf]. By Messrs. Boudin, Dupont, Legrand, and Liot, teachers of the National Institution in Paris.

M. V. Collignon presents this work with the following preface, from which our readers will easily understand the utility of the book:

"As the prelude of a great movement leading to the generalisation of the Oral method, the Congress of Milan marks the point of departure of a new era for the Deaf. When then speech was preferred to every other means for teaching and for communication, the mimic entered forever into the domain of history.

"The greater part of the teachers saw the necessity of preparing themselves by special studies for the practice of this method which, as we know, was to have a brilliant triumph. The various courses of language, as well the reading-books published after this revolution was accomplished, bear testimony to the incessant efforts of our teachers to give to our special pedagogy a literature of its own.

"In publishing now the result of their patient researches, in submitting to the approval of their colleagues the experimental data which they have arranged and grouped, the authors have had no other object than to add a stone to the edifice on which the teachers and friends of the Deaf have labored for a quarter of a century.

"To facilitate the acquisition of spoken language for our pupils; to lift them as nearly as possible to the level of their hearing comrades; to give the most usual expressions for lip-reading, so that in speaking to a

deaf pupil it should not be necessary to make a special construction of the sentence; to teach in brief, French as it is spoken; these were the leading ideas for the compilation of this work. I desire to call the attention of all educators to this work, wishing a prompt and legitimate success to this experiment.

"French by use, synthetical teaching of language to the Deaf, is an honor to the old home of the Abbé de l'Epée, and I am glad to congratulate thus publicly its authors."

L'EDUCAZIONE DEI SORDOMUTI [The Education of the Deaf]. I dited by G. Ferreri. Rome, 1905.

Among the most remarkable studies published in the Italian periodical during the year 1905, the following are worthy of mention: "The bad condition of the teachers of the Deaf in Italy." "The laws of physiology and psychology regarding the formation of motions of the organs of speech and the teaching of the Deaf." "Against the use of the Manual Alphabet in the Oral schools." "The scope of the Congresses." "Preliminaries and Reports of the Congresses held at Liège." "History of the school for the Deaf in Venice." "Statistics of the Deaf in Holland." "Reports made at the Congress of St. Louis." "The Centenary of the Royal Institution for the Deaf in Milan."

To the honor of F. M Hill is dedicated a special illustrated number (December) containing: Biography of M. Hill; The work of M. Hill in the reform of the German school for the Deaf; The merits of M. Hill; The first letter of M. Hill addressed to Prof. Fornari in Italy; The mind of M. Hill; M. Hill and his pedagogical principles; The Commemoration of M. Hill at Weissenfels; Bibliography of M. Hill.

The Italian periodical contains in every number a large and complete review of books, reports, and periodicals published in Germany, France, England, and America.

L'Educazione dei Sordomuti is the only Italian Review which remains in Italy for the studies of the special Pedagogy of the Deaf. With the year 1906 it enters into the fourth year of its third Series and forms the 29th volume of the collection. It is issued every month of the school year, i. e., ten numbers, (August and September excepted). The annual subscription is one dollar for foreign countries as well as for Italy.

REVUE GENERALE DE L' ENSEIGNEMENT DES SOURDS-MUETS. Paris. December, 1905.

Contents: Biography, with portrait, of Mr. Leon Mirman, by the editor; Text Books and the Pure Oral Method, a paper read at the Liege congress, by Marius Dupont; Discussion on the Liege congress, by B. Thallon; A Visit to the National Institution for the Deaf; Education of the Blind-Deaf, by V. E. Cornevin; Review by Mr. Danjau of "Exercises d' observation et de langage"; Review by Mr. Hervaus of "Le Francais par l' usage."

NORDISK TIDSKRIFT FOR DOFSTUMSKOLAN. Venersbo-g, Sweden. Nos. 10 and 11, 1905.

Contents: The Liege International Congress, by F. Nordin; Regulations governing the pensions of retired teachers of the Deaf; Biography of Sven Kinman, with portrait; Remarks concerning Lip-reading, by Arnah Tcherning; Report on the Inspection made of the Swedish Institutions for the Deaf, by John Ostberg. Statistics for 1904-1905 of the Swedish Schools for the Deaf; Overexertions in following the German method, by G. Forchhammer.

THE TEACHER OF THE DEAF. Woodvale, Bexley, Kent, England. January, 1906.

Contents: To our Readers; Arnold Library Notice; The Written Test, by E. Aurell; Brushwork, by Miss C. Bromage; The Cultivation of Memory, by Miss C. E. Hare; Report of the Board of Education, 1904-5: Home and Foreign Notes; School Notes; Reports of Professional Meetings: What Constitutes a "Reasonable Trial" of the Oral Method? Correspondence.

AMERICAN ANNALS OF THE DEAF. Washington. January, 1906.

Contents: Two International Congresses, by the editor; Homes of Deaf Children, by Mabel Ellery Adams; Conversational Games for Oral Classes, by Elizabeth Peet; Awards to American Schools for the Deaf from the Louisiana Purchase Exposition, by Percival Hall; Mr. Nitchie's Lessons in Lip-reading, by Kate H. Fish; Tabular Statement of American Schools for the Deaf, Nov. 10, 1905, with accompanying matter, and with a list of American Instructors, by the editor; I Wish that I could Tell, a poem, by J. Schuyler Long; School Items; Miscellaneous.

REPORT of the Groningen, Holland, School for the Deaf, submitted to the Annual Conference of Contributing Members, held at Groningen, July 10, 1905.

Another successful year of this School, established in 1790, closed in July, 1905. The attendance was 175 pupils of whom 107 were males and 68 females, divided into 17 classes. Twenty-four pupils completed their school course in July, of whom 15 were males and 9 females, 13 pupils finishing the course in 9 years, 7 in 8 years, and 1 in 6 years. Every member of this class had united with the church of his choice while at school and is a communicant of that church.

Director Roorda has introduced the system of phonetic writing as used in the Nyborg School, by G. Forchammer. It was used last year in the beginning class and its use will be extended to other classes as rapidly as possible.

The Director commends highly the progress made by the Aural class in the second school year. He pleads with parents to send their hard-of-hearing children to this school in order that an aural class may be maintained. Speaking tubes and ear-trumpets are used to develop the hearing.

All beginning classes receive training in the Kindergarten and the result is uniformly satisfactory.

On the 29th of May, 1905, Mr. H. D. Guyot, grandson and namesake of the founder of this School, laid the corner stone of a new building for the younger boys. There will be a change in supervision of the smaller boys who have heretofore been in charge of male attendants. When the building is completed these boys will be wholly in charge of female attendants out of school hours. It is expected that women will exert a more beneficial influence on the character of these charges than was obtained under the old system.

In this school the graduating class does not receive instruction in the classroom in day time, but at night. The pupils spend the day in the various industrial classes of which they may be members.

In the evening they spend an hour or two in the schoolroom reviewing studies or listening to lectures on subjects fitting them to enter upon the practical duties of life.

CALL FOR THE SEVENTH SUMMER MEETING OF THE ASSOCIATION.

To the Members of the American Association to Promote the Teaching of Speech to the Deaf:

The Seventh Summer Meeting (Sixteenth Annual Meeting) of the American Association to Promote the Teaching of Speech to the Deaf will be held from June 27 to July 3 inclusive, at the Western Pennsylvania Institution for the Deaf and Dumb, at Edgewood Park, Penn. Edgewood Park is a suburb of Pittsburg, within a few minutes' ride by the Pennsylvania railroad or by trolley.

A full programme, now in preparation and to be published later, will be presented during the several days of the meeting.

The Western Pennsylvania Institution building is a beautiful and commodious structure, recently erected, and ample and comfortable accommodations are assured to all who may attend the meeting. A charge of one dollar per day will be made on account of entertainment for those boarding in the building. A proportionate charge will be made to those taking single meals if boarding outside the institution building.

It is hoped that the usual arrangement may be effected for the transportation of members on the "certificate plan," whereby a rate of a full fare to Pittsburg and one-third fare for the return trip may be had.

It is expected that all persons attending the meeting and participating in its proceedings or enjoying its privileges, will enroll themselves as Active Members of the Association. Election to Active Membership involves the payment of the annual dues fee of $2, and all persons interested in the education of the Deaf are eligible as members.

Local arrangements at Edgewood Park are in charge of a Local Committee consisting of Mr. John B. Jackson, President of the Board of Directors, and Dr. Wm. N. Burt, Superintendent of the Institution. It is of importance that all contemplating attending the Meeting make application for accommodations to Dr. Burt at an early date. Arrangements may be made with Dr. Burt for the entertainment of pupils whose presence at the Meeting may be desired for class or illustrative purposes.

All persons wishing to present papers or subjects for discussion should communicate with the Chairman of the Committee on Programme, Dr. A. L. E. Crouter, Mt. Airy, Philadelphia, before May 15, when it is expected the programme will be made up. It is proposed that the programme shall be so arranged as to leave the afternoons at the disposition of the Local Committee who will provide recreation and entertainment for the members in the form of excursions to points of interest and visits to some of the great manufactories which abound in and about Pittsburg.

At the business meeting of the Association there will be elected five Directors to serve three years in place of the retiring Directors whose terms expire in 1906, viz., Alexander Graham Bell, Mrs. Gardiner G. Hubbard, A. L. E. Crouter, Mary McCowen, and J. W. Blattner. Attention of members who wish to make nominations for Directors is called to Article V, Section 2, of the Constitution, which reads as follows: "Nominations for the office of Director shall be made in writing, and placed in the hands of both the President and the Secretary, at least one month prior to the date of election, and no person not so nominated shall be eligible to the office of Director."

The hope is entertained that all members of the Association, and all friends interested in the education and elevation of the Deaf, may make it a point to attend this Summer Meeting of the Association, which promises to be one of unusual interest.

(Signed), A. L. E. CROUTER,
President of the Association,
Mt. Airy, Philadelphia.

Z. F. WESTERVELT, Secretary,
School for the Deaf,
Rochester, N. Y.

STATISTICS OF RUSSIAN SCHOOLS FOR THE DEAF.

The following table, furnished us through the courtesy of Superintendent John Hitz of the Volta Bureau, Washington, was compiled by Director P. Enko, of the St. Petersburg Institution for the Deaf, an active member of our Association. The table gives the location and other details relating to the 36 schools for the Deaf now in Russia (not however including the schools in Finland and Livonia, of which there were, according to Mr. Hitz's last "International Reports," published January, 1901, thirteen). In column 7 (Character), the abbreviations I. and Int. indicate that the schools are boarding schools; while E. and Ext. indicate day schools. The figures giving the number of teachers, column 9, include teachers in arts and handicrafts. (See following pages.)

1	2 Location.	3 Name.	4 When opened.
1	St. Petersbourg, Gorochowaya 18....	St. Petersbourg, Ouchilistche Glouchonemich	1810
2	St. Petersbourg, Gorochowaya 18....	Klassi dla prichodjaschtich glouch.....	1900
3	St. Petersbourg, Exaterininskiy kanal No. 71....	Detskiy ssad glouchonemich.....	1902
4	St. Petersbourg, Podjatcheskaya 1..	Priyout dla glouchonemich devotchek.....	1901
5	Moursinka, gour. de St. Petersbourg	Mariinskaya schkola glouch.....	1898
6	Moursinka, gour. de St. Petersbourg	Schkola ferma glouch.....	1900
7	Schkola pres Narwa gouv. St. Petersbourg.....	Narvskaya schkola ferma glouchn. devotchek	1903
8	Ssestrorezk-Dunes gouv. St. Petersbourg.....	Ssestrorezkiy prioute dla glouchonemich ...	1903
9	Gouv. de St. Petersbourg Lembalewo	Lembalowskaya schkola glouchonemich....	1883
10	Moscou, Donskaya maison d'ecole....	Moskowskoye gorodskaye Arnoldo-Tretjakowskoye	1860
11	Moscou, Novaya Basmannaya.....	Priyout dla glouchonemich devitz.....	1883
12	Moscou, Ordinka maisou de l'eglise Tverskaya.....	Moskowskaya schkola glouchon.....	1895
13	Moscou, Donskaya m. Danilow.....	Detskiy ssad. gleuch.....	1900
14	Varsovie, Place Alexandre.....	Varchavsky Institut glouch. et slepich.....	1817
15	Novotcherkask, pl. d'église Trinité..	Priyout glouchonemich.....	1885
16	Kazan, Grouzinskaya m. N. 23. ...	Kazanskoyé ouchilistché glouchonemich....	1886
17	Kazan, Novokomissariats kaya m.dec.	Obchtchejitiye glouchon.....	1895
18	Minsk.....	Minskoyé ouchilstché pour les juifs sourd-muets.....	1869
19	Astrakhan.....	Astrakhanskoyé ouchilistché glouch.....	1891
20	Vjazniki-Jaropolsk, gouv. de Wladimir.....	Dedjouchinskaya schkola glouch.....	1892
21	Witebsk...	Vitebskoyé ouchilistche glouch.....	1896
22	Toula, Fominskaya, No. 4...	Tchastnoyé ouchilistche dla glouchonemich.	1894
23	Toula, asyle de Nicolas.	Toulskaya schkola glouchon.....	1902
24	Kijew.....	Kijewskaya schkola glouchonemich..	1900
25	Maliny, gouv. de Kijew.....	Malinskaya schkola glouch.....	1897
26	Alekxandrowsk, Ekaterinoslaw	Marinskaya schkola glouchonemich.....	1901
27	Kalouga	Kaloujskaya schkola glouchonemich..... .	1902
28	Village Nemda, gouv. de Kostroma	Nemdenskaya schkola glouch.....	1901
29	Lochwitza, gouv. de Poltawa.....	Lochwitzkaya schkola glouch.....	1901
30	Wjazma, gouv. de Smolensk..... .	Wjazemskaya schkolo glouch.....	1902
31	Ssitchewka, de Smolensk..	Ssitchewskaya schkola glouch..	1904
32	Tifliss, Peskowskaya N. 6.....	Tiflisskaya schkola glouch.....	1902
33	Oufa Nijegorodka.....	Oufiaskaya schkola glouch.....	1901
34	Charkow, Tesski.....	Charkowskoye outchilistche glouchon.....	1894
35	Odessa	Odesskoy outchilistche glouchonemich.....	1900
36	Tchernigow.....	Tchernigeowskaya schkola glouchonemich..	1900

5 Founder.	6 Executive Officer.	7 Character.	8 Method.	9 Teachers.	10 Pupils.
Imperatrice Marie	P. Enko	Int. Etat..	Or	34	142
Curatelle de l'Imper Marie Feodorowna	N. M. Lagowskiy	Ext. Cur...	Or	3	25
Dr. Borichpolsky et Boydunof Beresowsky	Borichpolsky et B. Beresowskiy		Or	4	20
Curatelle de l'Imper Marie Feodorowna	H. H. Melle Isouhova	I. Cur.	Or	2	22
Curatelle de l'Imper Marie Feodorowna	Melle H. Kulpe	I. E. Cur...	Or	15	123
Curatelle de l'Impr Marie Feodorowna	Mme. Piatigorova	I. Cur.	Mim	2	30
Curatelle de l'Impr Marie Feodorowna	Mme. A. Ssaveljew	I. Cur.	Or	2	34
Curatelle de l' Impr Marie Feodorowna	H. A. Kritchinskiy	I. Cur.	Mim	1	24
Clerge local	past. P. Sonni	I. Paroch...	Or	1	10
K. Arnold	F. Rau	Int. Urb....	Or. et M.	33	212
Societe d'assistance des sourds-muets	Mme. Tzwetkow	Int. Assn..	Mim	3	20
W. S. Wozdwijenskiy	W. S. Wozdwijinskiy	E. Curat...	Or	7	19
F. Rau	F. Rau	I. Pr.	Or	2	11
Emp. Alexandre I. et pretre Falcowsky	A. Blagowestchensky	Int. Etat...	Mixte	32	223
Duchesse Swiatopolk Mirsky	U. Dobrinin	Int. Assn..	M. et Dac	6	57
J. J. Pawlowsky	Melle. Lastochkine	Int. Assn..	Or	6	61
Societe d'assistance	Melle. Lastochkine	Int. Assn..	Or	6	20
S. Nisnewitsch	S. Nisnewitsch	Int. Priv...	Or	2	16
Soc. de bienfaisance	P. Kischkine	Int. Assn..	Or	3	20
B. N. Dedjouchine march, et Wesselowskiy pretre	W. Tichonrawow	Int. Paroch.	Or. et M.	2	34
J. Vassjoutowitch	J. Vassjoutowitch	I. E. Pr....	Or. et M.	1	15
L. S. Vosnessenskaya	L. S. Vosnessenskaya	I. E. Pr....	Mim.	1	6
Cur. sect. de Toula	Melle. Schlippe	I. Cur.	Or	2	13
Cur. sect. de Kijew	Melle. Belooussenko	I. Assn....	Or	4	24
M. Jaworskiy pretre	M. Jaworskiy	I. Paroch...	Or	9	47
Cur. sect. d'Exaterinoslaw	M. P. Raoude	I. Assn....	Or	7	58
Cur. sect. de Kalouga	W. Isalow	I. E. Assn..	Or	4	19
W. W. Popow pretre	W. W. Popow	I. Publ....	Or	3	20
Cur. sect. de Poltawa	Melle. W. Iounine	I Cuart....	Mim	1	16
P. Troitzkiy pretre	P. Troitzkiy	I. Assn....	Or	1	9
P. Troitzkiy pretre	P. Troitzkiy	I. Assn....	M. et Or..	2	13
Cur. sect. de Tifliss	Mme. O. A. Perschke	I. E. Cur...	Or	3	22
Cur. sect. d'Oufa	N. Kotelnikow	I. Cur.	Mixte	6	28
W. M. Wetouchow pretre	W. M. Wetouchow	I. Cur.	Or. M...	6	57
Cur. sect. d'Odessa	Mme. M. F. Marazli	I. E. Cur..	Or	2	12
Cur. sect. de Tchernigow	Mme. Rodionow	I. Cur.	Or	3	10
				221	1494

THE INSTITUTION PRESS.

ORAL CHAPEL SERVICES.

In discussing oral chapel services at the convention last summer, Mrs. Balis and Miss Fitzgerald, both deaf ladies and both expert lip readers, testified that they could not understand platform speakers and could not get any thing from the lips of public speakers generally. This is not strange. Public speakers are addressing audiences of hearing persons, and their manner of speaking is such that it is often impossible for one to see the motions of the lips. Sometimes the face of the speaker is turned to one side, sometimes down; the utterance is often rapid or there is too little or imperfect lip-movement; so that the deaf person, seated at some distance, is able to catch little if anything from the speaker's lips.

But in an oral chapel service for the deaf the conditions are quite different. All these objections are done away with by the speaker taking pains to speak in such a way that the pupils at all times have a fair view of the speaker's face. He, of course, should speak distinctly, with a due regard to correct lip positions. With these precautions followed out the conditions are quite different, and it is found that the pupil not only sees well but is able to read and understand what is said to him. Of course, care must be taken not to use language that is beyond the pupil's understanding. The speaker must be judicious in his selection of English expressions, adapt his language to the understanding of those whom he is addressing.

The fact that pupils thoroughly enjoy the oral chapel service is one of the strongest points in its favor. *They do enjoy it.* They enjoy the responsive reading and repeating familiar hymns, psalms, etc. *It is their service.* They take part in it. They worship and praise God through it, and reap more real personal benefit from it than to sit passively watching a lecture in signs, for three quarters of an hour. I know that, by some, much is thought of the "beautiful, graceful language of signs," and of its power to reach the heart with such telling force. But that *rara avis*, the graceful sign maker, is seldom found, and, even then, I do not see its advantage over English spelled or spoken.

One reason urged for the use of signs is that by their use the young pupils can be told much that would not be understood if told in English. This is true.

But why should his progress in other branches of knowledge so far surpass his progress in English? As his understanding of the English language grows, so does his knowledge. What he learns through English, he learns in a broader, clearer sense. He knows things as we know them, with those "fine divisions of thought" which signs can never give, but which are found only in the language we speak and on the printed page. Another objection made to oral chapel services was that it was a strain upon the eyes in attempting to follow the motions of the speaker's lips. We have not found this to be true. Is not sewing just as great a tax upon the eyesight, and is not reading the fine print of the ordinary newspaper a strain. If we should see a newspaper for the first time, today, we would think it almost impossible to trace out the shapes of the different letters with the eyesight alone, much less read with the rapidity that we do.

Custom makes many difficult things easy, and while lip-reading may never be an easy accomplishment, it is a possible one even in chapel services.—[E. G. Hurd in the Deaf Carolinian (N. C.)

INFLUENCE OF EMPHASIS.

In reducing spoken words to writing or print, it is often the case that much of the meaning may be lost. The stress laid upon a certain word in a sentence may convey ideas which the written or printed form fails utterly to express. As an example, let us take this simple sentence:

"That is the horse that John bought."

When spoken, the accent may be upon the first word, and what is then understood? Why, that there are other horses under consideration or present as the speaker utters the words. Let the stress be placed upon the "is," and everybody who heard it would know that somebody had denied the purchase, and that the speaker was reaffirming his statement or endorsing another's. Let the word "horse" be accented, and it is at once understood that John has made other purchases. With the accent on "John," we know that other buyers were present when John made his investment, or that the horse was among some which had gone to other buyers or remained unsold. But should the accent be placed upon "bought," everybody would assume that John owned horses which he had had given to him, or that he had raised or stolen. Thus, by different use of the voice, a half-dozen things can be made apparent by the use of the same words.

Ordinarily we seldom consider how much of the meaning we gather from what we hear is conveyed by the accent. Yet it takes but a moment's thought to realize the very great importance of that element in speech. Actors, so it is said, often repeat sentences with every variety of accent for the purpose of discovering the most effective and the one which will most clearly convey the meaning.

All of which suggests a query of large dimensions: How much of the failure of deaf-mutes to grasp meanings or shades of the meanings from what they read is due to their lack of knowledge of this important element in language. Our answer would be, a great deal; so much, in fact, that we do not believe that one deaf person in a hundred who has no knowledge of accent, will ever acquire the same facility in understanding the unexpressed ideas which lie scattered "between the lines" that hearing persons of the same mental attainments will.—[Edward J. Hecker in the Silent Hoosier (Ind.)

A MISCONCEPTION REGARDING MANUAL SPELLING CORRECTED.

For months we have noticed a particular article "going the rounds" of the little paper family, an article from the pen of our good Canadian friend. It is a slam upon those of us who use finger-spelling in chapel. To back up his position against the use of the manual alphabet in chapel service, our neighbor says, "Imagine a man preaching to hearing people in this way: 'M-y t-e-x-t t-h-i-s m-o-r-n-i-n-g i-s, S-u-f-f-e-r l-i-t-t-l-e c-h-i-l-d-r-e-n t-o c-o-m-e u-n-t-o m-e,' and so on through his sermon."

This kind of logic does not fit here, because we do not spell in any such way as Bro. Mathison would have you think. We use the word-method. Pupils, if taught correctly, do not see the letters in manual spelling any more than they see the letters when reading from a book or from the lips. They see words, and phrases, and often whole sentences. And the more you spell to them the easier it is for them to thus read it.—[Frank M. Driggs in the Utah Eagle.

A question for an oral teacher: Please differentiate between "nine" and "ten" without exaggeration or pronounced "mouthing."—[Florida School Herald.

[The difference is slight, but still visible to the practiced eye and mind. In the last analysis the difference between the words is the difference between the vowels, long i and short e as pronounced alone, the consonants being, in form and manner of utterance, so far as the vision can note them, practically the same. A test made on the two words, with classes of deaf children of various ages and with adult lip readers, revealed the fact that the younger children were not at all accurate in their reading of the words, the older children quite generally read them, while the adults tested, all experienced lip-readers, rarely failed in their reading. All of which goes to prove again that the chief factor in acquiring the art

of quick and accurate lip-reading is *practice*; and moreover, that the art is at its best, and is consequently of greatest assistance for rapid and effective teaching, in the later years of the school course.—ED. REVIEW.]

"Segregation is a principle that could be wisely and profitably adopted all round, not only for the defective deaf, but also for the semi-mute and the semi-deaf, in order to make the most of the natural advantages of the latter. At the present time children of varied conditions of deafness, intelligence, and history are herded together, and the best is not done."—[A. J. Story.

The German Organ for July contains a full description by Director G. Kull of the official openi g of the Swiss Institution for feeble-minded Deaf and Dumb Children in the Castle of Turbental in the Canton Zürich presented by Mr. and Mrs. Herold Wolff, a banker and his wife in Paris. This is the second Institution of the kind in Switzerland, the one at Bettingen near Riehen (Basle) being the first.—[The Teacher of the Deaf (Eng.)

Mr. B. Thollon gives it as his opinion, that neither a Combined System nor a Pure Oral System is to be followed. He is in favour of a system which he calls the "Oral Method" which rigidly excludes the use of the manual alphabet and artificial signs, but at the same time, permits the use of writing as an aid in the instruction of the deaf, which aid, in his opinion, is not allowed by those who call themselves Pure Oralists. —[The Teacher of the Deaf (Eng.)

We are sure, and we were there, that it was not the sentiment of that Morganton Convention that "every" teacher should have a working command of the Sign language: and we are not quibbling on that word "every" either. There is a large number of manual, oral, and combined-method teachers in the United States and Canada who agree that the sign-language is absolutely useless in the school-room. This language has caused the down-fall of more deaf teachers of the deaf than any other thing. What we need in our school-rooms are men and women who can, and do, use the English language in their instruction—whether they can hear, or can not hear, is a question of minor importance.—[W. Laurens Walker in the Palmetto Deaf (S. C.)

For the first time in the history of this school every deaf pupil is receiving oral instruction, either partially or wholly.—[Florida Herald.

EDITORIAL COMMENT.

DR. BELL'S GIFT.

As will be read elsewhere, in the formal report of the proceedings of the meeting of the Board of Directors recently held in Washington, the American Association to Promote the Teaching of Speech to the Deaf has been made the recipient at the hands of its founder and constant benefactor, Alexander Graham Bell, of a gift of property for its uses in carrying on and enlarging its work. As is well known, at the founding of the Association in 1890, an endowment was created by Dr. Bell amounting to $25,000. The more recent gift is in property valued at three times this sum, so that the two gifts represent a total endowment of the Association, through Dr. Bell's munificence, of $100,000.

We feel that there can be but one sentiment regarding this beneficent act, and towards its author, in the hearts of all who read these lines, and that in giving expression to our own gratification we voice at the same time gratification and gratitude that are universal. And the gratification is the greater as the gift is made contributive to a cause that all believe in, and to a work that all are glad to have reenforced and strengthened for better and more practical accomplishment in the direction of its aims and purposes.

Just what disposition will be made of the new fund, or rather just how it will be employed in strengthening and enlarging the Association work, is a matter of the future, and, in the meantime, one for careful and thoughtful consideration at the hands of the Board. Such consideration will assuredly be given, and all friends of the Deaf and of their education may be certain that action, when it is taken, will be wise, and with it primarily in view to meet and permanently satisfy the larger and more vital needs of the speech-teaching work of the country. At present these needs seem to be of a nature that can best be met through establishment

of, or assistance given to, some form or forms of Normal training work, so that we may look for utilization of the gift, in part at least, with that work as its objective.

As the original endowment of the Association was followed by an era marked by great growth in the quantity of speech-teaching carried on in our schools, so it may be predicted that this new and larger endowment will likewise be followed by a distinct era characterized by great improvement in the quality of speech-work done in the schools throughout our country. The spirit of the times demands this improvement in quality and it will come, it must come. And it will come, we may rest assured, the more quickly, the more easily, and in larger measure, because of this timely and generous gift to the Association by its founder.

F. W. B.

THE AMERICAN ORAL METHOD.

The method of teaching the Deaf followed by the Oral schools of this country is commonly referred to as the German Method, in contradistinction to the French, or Sign Method. In reality, as employed in the leading and typical schools of the class, it may claim to be a distinct method, originated and developed in America and conforming to American educational ideals and processes. Practically all it owed to Germany in its beginning was the encouragement given by the success of oral teaching in that country to its introduction in this. Had no attempts to teach the Deaf to speak been made by others, it cannot be doubted that the possibility of so instructing them would have been discovered by the inquiring American mind inspired by parental affection and by the interest in the education of their children that characterizes our people. Indeed, it is highly probable that the beginning of oral teaching would have been just what it was and that its subsequent history would have varied in no important particular. In the valuable series of papers by Mr. Fred DeLand on "The Real Romance of the Telephone, or Why Deaf Children in America Need no Longer be Dumb," we read that when Mabel, the daughter of the late Gardiner Greene Hubbard, lost her hearing at the age of four, her parents refused to accept the

conclusion of her physician that she must also become dumb, and set themselves the task of preserving her speech. It is true they sought advice, and subsequently learned of the work being done in German schools, but it is not conceivable that a man of the persistence and resources displayed by Mr. Hubbard in bringing about the establishment of the first oral schools in Massachusetts in the face of the opposition and other difficulties he encountered, would have been dismayed and have abandoned the attempt had he found no beaten track in which he might travel; nor would the affection and ingenuity of the mother, to which the daughter in after years gave eloquent testimony, have been less potent to solve the problems that confronted her. They would have blazed a trail for themselves and would subsequently have done much as they did to make the path broad and easy that all the Deaf might walk therein. It should be noted that Mabel's teacher, Miss True; the teacher of Jeanie Lippitt, her own mother; and Miss Rogers, when she undertook the education of Fannie Cushing and shortly afterwards opened her school at Chelmsford, none of them, had any previous experience in the instruction of the Deaf or knew much of the methods followed by others. All the knowledge Miss Rogers possessed of the German method was such as she obtained from some newspaper clippings describing the work in the Berlin schools. These women made their own methods and with them originated the American Oral Method.

And if our oral method was not German in its origin, neither was it in its aims and its development. Its leading purpose was never the teaching of speech, but rather to educate the deaf child —to develop his mind and character and to put him in the possession of knowledge necessary to his independence and happiness in adult life. In this it was but paralleling the work of the sign schools already established. But it proposed to go farther than the sign schools had done—to give, in addition to what these were providing, the ability to communicate by speech with those among whom the Deaf must live and work. In its aims the oral method was thus an extension and expansion of the sign method, not a substitute for it. As the best way of giving speech, and also, as it developed in the work of these first oral teachers, of giving the mental discipline and training that would most

nearly correspond with that which the normal child receives in the course of his education, it was found advisable to teach him *through* speech. It will be noted by readers of Mr. DeLand's paper in this number of THE REVIEW, that Miss Rogers tried the manual alphabet in combination with speech teaching, but abandoned it, not merely because it interfered with the acquisition of speech, but also with general education.

In the public inquiries and discussions that preceded the establishment of the first oral school, emphasis was placed by both parties to the controversy upon the *education* of the child. On the one hand it was argued that his general education would suffer from the teaching of articulation, and on the other it was claimed that as much could be accomplished in this direction by oral as by manual instruction and in addition the deaf could be given the priceless boon of speech. One will search in vain among the arguments of the friends of the proposed school for a remark that can be constructed as suggesting that speech would compensate for any sacrifice of mental development.

And this concentration of effort upon the education of the child has always been characteristic of the American Oral Method as applied in the school where it had its origin and in those others that have been influenced by it. Years ago, on a visit to the Northampton school, the writer asked the Principal: "Which is your main purpose, the teaching of speech, or of language?" and her quick answer was, "Neither; but mental development." The observations of several days spent in her class rooms and in close companionship with her teachers and pupils afforded abundant proof that not only was this the aim of the school, but that it succeeded of accomplishment to a greater extent than in any of the manual schools we had visited. Further evidence to the same effect is given in the published descriptions of and comments upon the work of the school by other visitors and by those who have pursued the Normal course of study there. What attracts the attention and gives the school its high reputation is not the teaching of speech,—great as are its attainments in this direction, and notwithstanding this is the branch in which Normal students chiefly seek instruction,—but the extent to which it educates its pupils and the careful and thorough systematization of its work to this end. In Mr. Archer's article on the "The Summer School at Northampton," in this number of THE ASSOCIATION REVIEW, it will be seen that he dwells at much greater length upon the general educational features of the school than upon its special work in articulation, and it is significant that Miss Katharine Fletcher in her address to the Normal class on "Aims in Teaching," which was published in the December REVIEW, made not a

single reference to speech, although she touched upon most of the other subjects of an elementary course and considered their values in the education of the Deaf. It is also worth noting that the meetings of The American Association to Promote the Teaching of Speech to the Deaf, notwithstanding the name of the society, are largely devoted to the discussion of general educational topics and to the demonstration of methods employed for mental training and the imparting of useful knowledge.

There is not lacking evidence that the German Oral Method is very different in its aims and its accomplishments from the American Oral Method. J. Heidsiek, a German teacher, says: "The German school lays the whole stress upon articulation: with unspeakable tortures the effort is made to teach the deaf to speak in pleasant tones, and to read from the lips what is spoken: and in this scarcely any progress is noticeable. Out of a hundred deaf-mutes there are not five who could take part in a conversation with hearing people; whose speech could be understood, and who would be able to read from the lips with accuracy." He charges that "In its mania for articulation it is pursuing the shadow for the substance, and instead of *educating* or drawing out the mind of the pupil, it is consuming his entire school life in a wearisome and never-ending repetition of vocal gymnastics, of articulation and lip-reading, and lip-reading and articulation, and, by way of variety, articulation and lip-reading." Heidseik speaks as an opponent of the German method and one seeking its reform, and it is possible that he exaggerates. Nevertheless, there must be some grounds for his condemnation. Such a criticism would not be made of the American Oral Method by anyone who has had experience under it. Those who have taught manual classes before entering upon oral work are among the most enthusiastic advocates of the oral method. The opposition to the American method comes wholly from outside—from persons but imperfectly acquainted with its aims and its accomplishments. Among the Deaf of this country who oppose oral teaching are few graduates of oral schools, only such as might be accounted for by the infection of opinion through intimate association with manual graduates, while we are given to understand that the German deaf, who were all instructed orally, are practically unanimous in their condemnation of it. This difference of attitude towards speech teaching among the teachers and the pupils of the two countries can be accounted for only by a difference in methods and results.

American visitors to German schools bring away chiefly impressions of speech teaching. Those who have tested other educational accomplishments of the pupils generally make un-

favorable comparisons with the results obtained in America. German visitors to our schools comment upon the high attainments of the pupils in general knowledge and their mental development, as is illustrated in the interesting paper by Miss Amkea Schmidt printed elsewhere in this magazine. She refers to the impression she received that "American teachers did not work upon articulation in such an earnest manner as German teachers think it their duty to do," thus expressing the difference of attitude towards speech teaching in the two countries. Yet she confesses to astonishment at the attainments in speech-reading, and she appears inclined to think that the German deaf do not speak in as agreeable a manner as those of America, their voices being rougher and more unnatural. On this point it may be observed that some of the best American teachers of articulation hold that there are psychological and physiological reasons why excessive direct teaching of speech is likely to defeat its object.

The difference between the German and the American Oral methods may be further illustrated by two quotations from this number of the REVIEW. Miss Schmidt, in the paper already referred to, says: "The principal aim of the Institution for the Deaf is not the acquirement of a great fund of knowledge, but rather to enable them to have ready and easy intercourse with hearing people." In the paper on "What the Public Deaf Schools in Wisconsin Stand For," we are told that their aim, in common with that of the other Public Schools of the state, of which they are a part, is: "to unfold the child to himself; to make him what the Creator intended he should become; to equip him with such power and skill that it will be possible for him to apply his knowledge to the practical problems of life; to develop his character, that will make him an intelligent, industrious, God-fearing and useful citizen; to unfold a being capable of self-government, self-control, self-help; a living, thinking, charactered member of society." Could there be a more striking contrast than between these two statements representing the ideals of teachers of the Deaf in the two countries? Speech is not even referred to in the extract relating to the Wisconsin schools, yet speech is taught and is the medium through which the ends specified are obtained.

The writer has no personal knowledge of the work done in Germany, but the evidence at his disposal, some of which he has given, and which comes from both its friends and its opponents, goes to show that the German Oral Method, if not in its aims, at least in its processes, is directed chiefly to the teaching of speech, and if this be so, it certainly is not the American method. It is important that this distinction should be recognized. Persons who have examined into the workings and the results of the

German schools and found them not to their liking should not therefore condemn oral teaching as it is practised in America. Those German teachers who are dissatisfied with the instruction of the deaf in their country and seek a remedy in the introduction of sign teaching should consider whether it might not be well to try the American Oral Method which, in the opinion of those most competent to judge, has demonstrated its superiority when used side by side with the sign method. There are some schools in this country, and some teachers in even the best oral schools, that lean towards the German method, in that they place too much stress upon the acquisition of speech and speech-reading by their pupils and, in the straining after these accomplishments, neglect their mental training. We have seen some deplorable results from such teaching and think that the most important service being rendered by the Summer School at Northampton is not in training its students to teach speech, but in demonstrating how to teach by speech so as to secure the best all-round education of the deaf child, and thus preserving the vital characteristics of the American Oral Method and extending its benefits to all parts of the country. We agree with Mr. Archer that Northampton is the logical place for the Summer School, for the reason, in addition to those he mentions, that the method originated and was developed there and is there practised in its perfection. S. G. D.

The retirement of Mr. James Watson from the Superintendency of the Vancouver, Washington, School, and the appointment to the position of Mr. Thomas P. Clarke of the Salem, Oregon, School, created a vacancy in the Superintendency of the latter school which has been filled by the appointment of Mr. Edward S. Tillinghast, a teacher of the Washington School. Fortunately these changes bring men of experience and ability to the various positions and the schools concerned will therefore not suffer because of them.

The Mississippi School at Jackson, opened on December 7 in new and modern buildings in the suburbs of the city. The new buildings were erected without cost to the state from the proceeds of a sale of the old buildings and property.

We have received notice that Mr. Story's book, "Language for the Deaf," may be ordered from the publishers, Messrs. Wood, Mitchell and Co., Hanley, Staffordshire, England; price, postage included, $1.28.

THE ANNALS STATISTICS.

The American Annals of the Deaf for January, 1906, Vol. LI, No. 1, pp. 34-52, gives its usual annual statistical tables relating to pupils and teachers in American Schools for the Deaf reported on November 10, 1905.

The number of schools in the United States, including boarding, day, and private schools, was 128, a decrease of 5 from the number reported as of a year ago. The decrease was due to a lessening of the number of day schools by 4 and of private schools by 1.

An increase of 28 is shown in the number of pupils in schools on Nov. 10, the total for 1904 being 11316, and for 1905, 11344. The number of pupils "taught speech" (Column A) was increased in the year by 99; the number "taught wholly or chiefly by the oral method" (Column B) was increased by 225; and the number "taught wholly or chiefly by the auricular method" (Column C) was decreased by 5. It is of interest to note that for the first time the figures show that more than half, exactly 50.5 per cent., of the pupils in school are now taught "wholly or chiefly by the oral method." Thirteen years ago but 24.7 per cent. were so taught.

The number of academic teachers increased from 1125 in 1904, to 1159 in 1905, an addition of 34. As the number of pupils in school increased in the year but 28, this increase of 34 in the academic teaching staff shows a gratifying tendency toward the decrease in the size of classes in our schools. The number of articulation teachers increased in the year from 734 to 749, an addition of 15 which is an increase of 2.03 per cent. of teachers of this class. In 1904, there were 734 articulation teachers and 7601 pupils taught speech, giving an average of 10.35 pupils to a teacher; in 1905, there were 749 articulation teachers and 7700 pupils taught speech, giving an average of 10.28 pupils to a teacher, showing thus a slight decrease in the average.

The following tables give the footings of the Annals tables for the years from 1893 to 1905 inclusive, with percentages computed from them: (See also tables published in THE ASSOCIATION REVIEW, June, 1905, pp. 282 and 283, and pp. 289 and 290.)

SCHOOLS FOR THE DEAF IN THE UNITED STATES.

Statistics from the *Annals.*

Year	Total Schools	Total Pupils	Number of pupils Taught Speech			Percentage of pupils Taught Speech		
			A	B	C	A	B	C
1893.....	79	8804	4485	2056	80	54.0%	24.7%	0.96%
1894.....	82	8825	4802	2260	109	54.4%	25.6%	1.24%
1895.....	89	9252	5084	2570	149	54.9%	27.7%	1.61%
1896.....	89	9554	5243	2752	166	54.9%	28.8%	1.71%
1897.....	95	9749	5498	3466	162	56.4%	35.6%	1.66%
1898.....	101	10139	5817	3672	116	57.4%	36.2%	1.14%
1899.....	113	10067	6237	4089	128	61.8%	40.5%	1.27%
1900.....	115	10608	6687	4538	108	63.0%	42.8%	1.02%
1901.....	116	11028	6966	5147	73	63.4%	46.7%	0.66%
1902.....	123	10952	7017	4888	63	64.1%	44.6%	0.58%
1903.....	128	11225	7482	5433	100	66.6%	48.4%	0.89%
1904.....	133	11316	7601	5508	154	67.2%	48.7%	1.36%
1905.....	128	11344	7700	5733	149	67.9%	50.5%	1.31%

A, taught speech; B, taught wholly or chiefly by the Oral Method; C taught wholly or chiefly by the Auricular Method.

INSTRUCTORS OF THE DEAF IN THE UNITED STATES.

Statistics from the *Annals.*

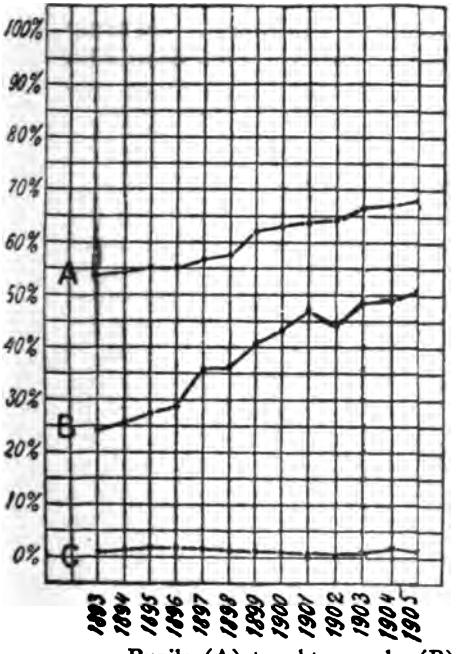
Year	Not including Industrial Teachers			Including Industrial Teachers		
	Total Teachers	Articulation Teachers		Total Teachers	Articulation Teachers	
		Number	Percentage		Number	Percentage
1893.....	765	331	43.3%	....	....	.....
1894.....	784	372	47.4%	....	....	.....
1895.....	835	397	47.5%	....	....	.....
1896.....	879	427	48.6%	....	....	.....
1897.....	928	487	52.5%	1188	487	40.0%
1898.....	949	530	55.8%	1253	530	42.3%
1899.....	986	561	56.9%	1309	561	42.9%
1900.....	1010	588	58.2%	1353	588	43.5%
1901.....	1027	641	62.4%	1385	641	46.3%
1902.....	1039	664	63.9%	1388	664	47.8%
1903.....	1065	696	65.4%	1438	696	48.4%
1904.....	1125	734	65.2%	1453	734	50.5%
1905.....	1159	749	64.6%	1491	749	50.2%

Since the last report in the Annals, new schools have been established as follows: at Ironwood, Mich., in charge of Miss Ethel M. Merchant; at Stevens Point, Wis., in charge of Miss Blanche Argyle; at Sante Fe, New Mexico (re-opened), in charge of Lars M. Larson; in Chicago two schools were opened and two closed, leaving the number the same. The following schools have been discontinued in the year: at Derinda Center, Ill.; at Elgin, Ill.; at Rockford, Ill.; at Streator, Ill.; at Canton, Ohio; at Cincinnati, Ohio (the manual school); at Columbus, Ohio, (a private oral school).

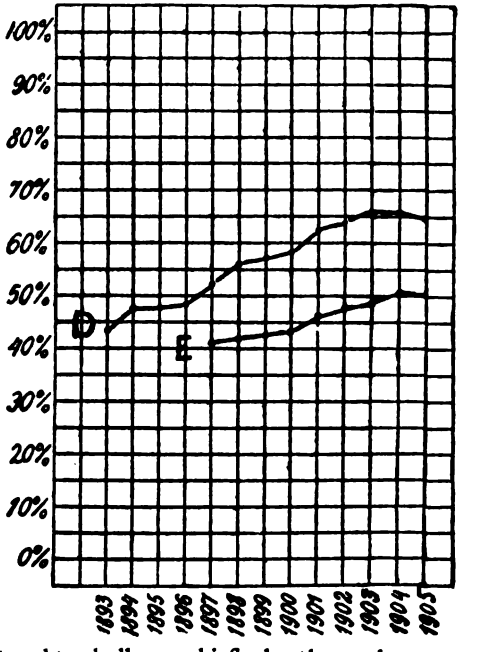
The foregoing tables are, in the direction and measure of the changes that they show, illustrated in the following diagrams:

SPEECH STATISTICS FROM THE ANNALS GRAPHICALLY SHOWN.

Percentage of Pupils Taught Speech.



Percentage of Academic Instructors who are Articulation Teachers.



Pupils (A) taught speech; (B) taught wholly or chiefly by the oral method; (C) taught wholly or chiefly by the auricular method; (D) not including industrial teachers; (E) including industrial teachers.

F. W. B.

IT MAKES LITTLE MIND TO LEARN THE SIGN-LANGUAGE, OR TO USE IT.

The misquoting by a critic of a sentence of our recent editorial on "The Passing of the Sign-Language," and the loss, in consequence, of the main point of our thought, leads us to repeat our exact words, which we do below. The italics indicate, at the same time, the words essential to our thought and those omitted by our critic:

> "It requires little mind to learn it [the sign-language], *and it is perhaps fair to conclude it makes little mind to learn it,* or to use it after it is learned."—REVIEW, December, 1905, p. 462.

And now let us have discussion of this point,—of the whole question for that matter,—with real argument offered in serious vein, and with the sole aim to elucidate the truth of the matter from all its sides. The question is certainly one worthy of such discussion, and we feel assured it would be welcomed by the army of young teachers now in, and coming into, the profession who especially need light on this as on all the questions of our pedagogy. F. W. B.

THE SUMMER SCHOOL.

We confess no small regret for the necessity that decided the Board to give up the Summer School project for the present year. Letters have been received from a number of teachers expressing their desire to attend the school the coming summer, and there would have been no question but that, were a session to be held, it would be largely attended. However, we feel the decision of the Board was a wise one that attention and effort should this year be devoted wholly to the Summer Meeting to be held at Edgewood Park, with it in view to make that Meeting in the highest degree a successful one. The appointment of a committee on a permanent Summer School, we feel safe in saying, means a session of the School in the summer of 1907, and it is to be hoped annual sessions thereafter. F. W. B.

We are glad to note that the threatened closing of the Cleveland Day School was not carried into effect. The school is continued, maintained as we understand by the city, with fifty-two pupils enrolled, and with Miss Grace C. Burton, a Northampton trained teacher, in charge as Principal.

THE ANNUAL MEETING OF THE BOARD OF DIRECTORS OF THE ASSOCIATION.

The annual meeting of the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf was held at the Volta Bureau, Washington, January 5, 1906.

The meeting was called to order at 11 o'clock A. M., President A. L. E. Crouter in the chair. There were present the following Directors: A. L. E. Crouter, President; Alexander Graham Bell, 1st Vice-President; Caroline A. Yale, 2d Vice-President; Z. F. Westervelt, Secretary; Mrs. Gardiner G. Hubbard, Mary McCowen, Edmund Lyon, E. A. Gruver, Richard O. Johnson, E. McK. Goodwin. Also F. W. Booth, General Secretary, and John Hitz, Superintendent of the Volta Bureau.

Reports of officers and standing committees were made; after which the General Secretary read his annual report covering details relating to the growth of membership of the Association, the publication of the ASSOCIATION REVIEW, the work of the Teacher's Bureau, and the Association finances. He reported that the subscriptions so far made to the proposed Endowment Fund amounted to $6117. He also made report on the Summer School held at Northampton the past summer from June 9 to July 6 inclusive, and recommended that the Summer School be made an annual institution, and, if arrangements could be effected with the Clarke School authorities, that the School be permanently located at Northampton.

Dr. Bell here addressed the Board at some length, dwelling upon the responsibility resting upon the Association at the present time in the matter of promoting the work of speech-teaching and improving it. He then announced that the opportunity had come to him to do something to promote the work in which his father had been for so large a portion of his life interested, and he wished to establish a fund as a memorial to his father, the proceeds of which should be devoted in certain part to the perpetuation and propagation of the system of speech-teaching of which his father was the inventor. He stated that he did not wish to place undue restrictions upon the uses of the fund, but his thought was that it be used largely in the work of training teachers, which training should include the giving of a thorough knowledge of his father's system of Visible Speech. He then stated that the property which he would transfer to the Association consisted of his father's late residence in West Washington, D. C., together with stocks and bonds which had come to him as a part of his father's estate, the whole amounting in value to about $75,000.

This announcement was followed by verbal expression by each member of the Board of warm appreciation of the gift and of the generous spirit that prompted it. More formal expression was later given in the passage by unanimous vote of the following preamble and resolutions:

WHEREAS, The American Association to Promote the Teaching of Speech to the Deaf is the recipient of the munificent gift of $75,000 from its founder and constant benefactor, Dr. Alexander Graham Bell, for the purpose of establishing the "Alexander Melville Bell Memorial" in honor of his beloved father, who devoted his life to the advancement of correct speech, be it

Resolved, That we, the members of the Board of Directors of said Association, do hereby accept on its behalf, with our sincere thanks, this generous gift with the conditions which may attend it, recognizing the great boon which it means to the welfare of the deaf and appreciating the large and tender interest it typifies. And be it further

Resolved, That a committee be appointed by the President of the Association to fully and completely carry into effect the terms of the gift.

In accordance with these resolutions the following committee was appointed to receive the gift subject to such conditions as may be imposed by the donor: Edmund Lyon, R. O. Johnson, E. A. Gruver.

On motion the following permanent committee to be known as the "Committee on the Melville Bell Memorial Fund" was appointed: A. L. E. Crouter, Alexander Graham Bell, Caroline A. Yale, Richard O. Johnson, Edmund Lyon.

President Crouter here made report relative to the arrangements so far effected for the coming Summer Meeting—that the dates from June 27 to July 3 inclusive would be acceptable to the Edgewood Park School authorities, that a Local Committee consisting of President John B. Jackson and Superintendent Wm. N. Burt had been appointed, and that rates for entertainment would be $1.00 per day. He further stated that steps would be taken making effort to secure the usual rates of a fare and a third for transportation of members. By vote of the Board the dates named were fixed upon.

The following Committee on Programme for the Summer Meeting was named: A. L. E. Crouter, Chairman; Alexander Graham Bell, Caroline A. Yale, R. O. Johnson, Sarah Fuller, E. McK. Goodwin, Z. F. Westervelt; F. W. Booth, Secretary.

The question of the Summer School was next considered, action being taken in the passage of the following resolution:

Resolved, That, in view of the Summer Meeting of the American Association at Edgewood Park, to be held this year, the Board of Directors of the Association deem it advisable to omit the holding of a session of the Summer School, and that a committee of three be appointed on plans for a permanent Summer School.

The following committee on plans for a permanent Summer School was appointed: Caroline A. Yale, Job Williams, E. McK. Goodwin.

A communication addressed to Dr. Bell from Miss Virginia A. Osborn of Cincinnati, was read. It was moved and carried that the President communicate with Miss Osborn expressing the sympathy of the Board with the work she is doing and proposing looking to the enlargement of the training work for teachers in her locality.

In discussing the status of educational work with the deaf in foreign lands, Mr. Johnson stated that effort was being made in Cuba by a Mrs. George H. Corey, of Cardenas, for the establishment of schools for the deaf, and that as President of the Conference of Superintendents and Principals of American Schools for the Deaf, he had written to His Excellency, the President of the Cuban Republic, begging his earnest sympathy and active co-operation in furthering the movement.

Discussion ensued and President Crouter of the Association was directed to appeal to the President of Cuba urging his official interest and aid looking to the establishment of schools wherein speech and speech-reading would be taught to all pupils.

After further discussion by Mr. Johnson concerning the existing situation in China relative to the education of the deaf, and the earnest efforts heretofore, and now being made, by Mrs. Mills in establishing the work, he introduced the following resolutions which were thoroughly discussed, seconded by Dr. Bell, and passed unanimously:

WHEREAS, Comparative statistics indicate nearly or quite four hundred thousand deaf persons in China, adults and adolescents, who have grown up or are growing up in ignorance and darkness, without regard and with no effort in their behalf; and

WHEREAS, Of this great number there are but fifteen young boys being educated in the one school for the deaf in all China—that at Chifu—organized and conducted by Mrs. Annetta Thompson Mills, an American woman, who is necessarily dependent upon American contributions for its support and continuance for the time being, and

WHEREAS, The small sum of $50.00 will defray all expenses

for food, clothing, tuition, etc., for one pupil for one year in the School, therefore be it

Resolved, That the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf, records its hearty appreciation and expresses its unqualified endorsement of this great work of love upon the part of Mrs. Mills, with the hope that this small beginning will result in an ever-spreading movement upon the part of the Chinese Government for the education of all her deaf boys and girls. And be it further

Resolved, That we commend this little School at Chifu, and its worthy guide and constant protectress, Mrs. Annetta Thompson Mills, to the humane and considerate sympathy and support of all benevolently inclined people of our land; and suggest, in order to faciliate the transmission thereof, that contributions for its support, which are solicited, be sent to F. W. Booth, General Secretary-Treasurer of the Association, Mt. Airy, Philadelphia, who will gladly and promptly remit same to Mrs. Mills in Chifu.

The question of the future location of the headquarters of the Association was considered, and it was voted that the General Secretary should remove his office, with the publication office of the ASSOCIATION REVIEW, from Philadelphia to Washington, the removal, however, to be delayed until the coming summer.

The election of officers of the Board for the ensuing term resulted as follows: President, A. L. E. Crouter; Vice-Presidents, Alexander Graham Bell, Caroline A. Yale; Secretary, Z. F. Westervelt; Auditor, E. A. Gruver; Treasurer, F. W. Booth.

F. W. B.

Dr. Warring Wilkinson, of the Berkeley, California, Institution, is making a tour of observation of eastern schools. After spending a week visiting the Mt. Airy School, giving an afternoon to the Bala School, he proceeded to New York City to visit schools there; thence we understand he will go to inspect the school at Rochester.

Mrs. Sarah Jordon Monro has revised her "Don'ts" and the "Whys" to be observed in the teaching of speech, recently published in the ASSOCIATION REVIEW, and now offers them, with some additions, in pamphlet form. They may be obtained from her by addressing, Room 518, Pierce Building, Copley Square, Boston, Mass. Single copies, post paid, twenty-five cents; sets of ten copies, two dollars.

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S. G. DAVIDSON, ASSOCIATE EDITOR

April, 1906

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(Incorporated Sept. 16, 1890.)

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Term Expires 1908.

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Finance Committee: Edmund Lyon, term expires in one year; E. A. Gruver, term expires in two years; Z. F. Westervelt, term expires in three years.

The American Association to Promote the Teaching of Speech to the Deaf welcomes to its membership all persons who are interested in its work Thus the privilege of membership is not restricted to teachers actively engaged in the instruction of deaf children, but is extended to include Directors or Trustees of schools for the deaf, parents or guardians of deaf children, the educated deaf themselves who wish to aid by the weight of their influence and by their co-operation the work that has done so much for them, and all other persons who may have had their hearts touched with a desire to show their interest and to help on the work.

Every person receiving a "sample copy" of THE ASSOCIATION REVIEW is invited to join the Association. The membership (or dues) fee is $2.00 (8s. 4d.) per year, payment of which to the Treasurer secures (after nomination to and election by the Board of Directors) all rights and privileges of membership together with the publications of the Association, including THE ASSOCIATION REVIEW, for one year. To *non-members*, the subscription price of THE ASSOCIATION REVIEW is $2.50 (10s. 4d.) per year.

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THE AMERICAN INSTITUTIONS FOR THE EDUCATION OF THE DEAF.[1]

G. FERRERI, ROME, ITALY.

CHAPTER IX.

TRAINING OF THE TEACHERS OF THE DEAF.

As I have already noted, women form the great majority among the teachers in the United States. The same is verified and perhaps in an even greater degree in regard to the institutes and schools for the Deaf. The reasons of this fact are many and various, but I think that I am not far from the truth in saying that this is owing principally to the circumstance that the men devote themselves by preference to industry and commerce. Besides, the salaries of teachers, although not miserably small as in Europe and especially in the Latin countries, do not correspond generally to the needs of professional men, except in the case of the high schools and Universities. There is also the reason of the disproportion between the male and female population. According to the latest census, in some of the States there is a proportion of three or four women to one man. Besides, it is necessary to consider the large development given to the education of women. One observes that they have more opportunity for study and hence are better prepared for teaching. The ormal schools are more frequented by girls than boys, and ierefore, in consequence, the majority of the primary classes are ntrusted to women.

[1]Translated from the Italian for THE ASSOCIATION REVIEW by the uthor. Begun in the June, 1904, number.

In regard to the special education of the Deaf, Blin , [illegible] defective children, it happens very often that women ar [illegible] adapted for this teaching.

But how are they prepared for this particular kind of teaching? This is the first question which comes into the mind of the visitor. For me personally this question was one of great interest in my researches. The observations made in this direction had convinced me that the majority of special teachers are prepared and renewed from time to time in the schools themselves, by means of practice, made under the guidance of the regular teachers. This is a great advantage for many schools, because the young-lady teachers bring into the class an enthusiasm and life which would be lacking with the tired-out regular teachers. It happens in fact in the American schools as in the majority of European countries, not excepting those which, like Italy, England, and Germany, have special Normal schools for training teachers. There is, however, a substantial difference, which cannot escape one who observes carefully and closely this process of substitution and renovation in the teaching corps. While with us the substitution is often made suddenly of persons who not only have not had a special preparation, but also are almost strangers to the principles of general Pedagogy; in the American schools the system is based first of all upon a solid fund of studies and on didactic abilities not common. They always give preference to one who in some manner or other has acquired an experience of the difficulties of teaching and in the knowledge of the special conditions of the pupils. From this comes the great agility of the women teachers of the Kindergarten and Primary schools to adapt themselves to the nature and needs of the children. This aptitude depends principally upon the culture they have acquired and which enables them to teach the objective method in a truly admirable manner. Every teacher makes use of drawing and water-colors to supply the need of objective representation, not only of things, but also of events and familiar scenes, by means of which a clear idea of a situation or an event is given to the eye and mind of a child.

We have other systems: with us one who does not know anything at all is preferred, because, they say, he has less preten-

sions and succeeds better. Then the Committees give their approval and, if necessary, they even ask for a patent *ad honorem*, or even a *motuproprio* of the King, and thus the finishing touch is given to the work. But we are a people of genius, that has been settled; and technical ability is for workmen and clodhoppers!

Therefore, let us return to America!

The lack of special Normal schools is compensated by study and practice in the schools, and thus every Institution prepares its own teachers. If, however, one needs to find a good private teacher, then the lack of a special school is evident. Private teachers, skilful and experienced, are not to be found, except in the very rare cases where someone has left teaching for some special, perhaps political, reason.

After the adoption of the Oral method, however, the need of a special school for training teachers has been more and more felt. In 1892, the American Association which was founded more than ten years ago with the object of promoting the teaching of speech to the Deaf, passed the following resolutions:

"WHEREAS, Statistics show that the training schools for teachers of the deaf at present existing in America do not supply a sufficient number of trained teachers of articulation to meet the demand, and,

"WHEREAS, The Clarke Institution of Northampton, Mass., has had for years a training class for the teachers of her own school; be it

"*Resolved*, That the Trustees of the Clarke Institution be requested to enlarge their training class so as to supply teachers for other schools; and

"*Resolved*, That the officers of this Association transmit these resolutions to the Trustees of the Clarke Institution."

This deliberation was accepted by the Trustees of the Clarke Institution, and since that time good teachers of articulation have come from the Normal class at Northampton, who are frequently met with in the schools of Massachusetts and the bordering States.

It seems, however, to some that a school established in such a way preserves the character of a private Institution, and besides, it does not correspond to the needs of teaching based upon the Combined system.

Teachers prepared for Manual teaching graduate continually from the National College, which is one of the training schools referred to in the resolutions quoted above as still existing. Notwithstanding, it does not seem as if they were satisfied generally with these institutions for the purpose of training teachers. They would like to have a special Normal school founded which should have the character of a National Institution, and for this end the question has been agitated for some time in the National Senate and House. It is worth while to dwell a little upon the steps made in this direction.

One must not forget that since the Association for promoting the Oral method was founded, two contrary tendencies have shown themselves and have spread in the field of special teaching of the Deaf. Hence, every time that demand from one party or the other is made to the Federal Government for a bill to place a National Normal School on a solid basis, the advocates of the two tendencies find themselves in opposition to each other. The authorities called to examine the proposals made asked the advice of Dr. Gallaudet and of Prof. A. G. Bell, who represent actually the material and moral interests of the Deaf in the United States. On each occasion the most perfect diplomatic form was preserved as shown by the Acts which any one can examine, and which I quoted briefly from the discussion made in the Legislative Chambers in 1891. I speak of this as a present question, because it is still unsolved.

The point of controversy is, the employment of some of the Deaf graduates of the National College as teachers in the primary schools for deaf children.

Granted that they wish to preserve and diffuse more largely the Manual teaching, or even of the various Combined systems, it is certain that a good number of the Deaf graduates from the National College could be usefully and appropriately employed in the schools of the various States, either as teachers of classes, or as instructors in the laboratories, and even as Principals of various departments of the Institutes. But a great part of the educators and scholastic authorities make today strong opposition to the application of the old systems and are zealous promoters of the Oral method.

From this comes a less favorable opinion of the entrance into the profession of teaching of the adult Deaf, even when well prepared. And hence Dr. Bell was able to present recently to the special Committee charged with the compilation of a financial bill in favor of a Normal school to be annexed to the National College, a list of 21 Institutions whose principals opposed the bill in the interests of the Oral method.

"There would be no objection, concluded Dr. Bell in his report, to an increased appropriation for the purpose of enabling the Columbia Institution for the Deaf and Dumb to employ articulation teachers and a professor of elocution for the benefit of the deaf students, but there is strong objection felt to an appropriation for the purposes set forth by President Gallaudet."

Dr. Gallaudet, on the other hand, sustained the teaching of signs in his schools, as well as that of speech, and affirmed that, judging from results, one could not legitimately oppose the employing of the Deaf as teachers also in the Oral schools. In regard to economy, the Manual method has not small advantages over that of articulate speech. Nevertheless, Dr. Gallaudet had made sacrifices in order to apply the Oral method in every possible case in the schools of his College.

Having heard the contrary opinions, the Committee adjourned the discussion and the affair passes on to the archives. The same thing has happened since, every time one or other of the opposing parties has asked for some appropriation for establishing a Normal school.

Before expressing my opinion, derived and confirmed by the direct examination of the facts and the local conditions, I must refer to another recent attempt made for establishing a Normal school in the States.

Near Philadelphia there is an Institution which has arisen from the efforts of the sisters Garrett, and destined, I think, to win success. In this institution are collected the little deaf children before they are of school age, with the object of making them speak in the most natural manner and thus restore them to the society of those who hear and speak. Miss Mary Garrett, the only surviving of the two sisters, Principal of the *Home,* believes that the deaf child should speak as well as the hearing

child, and should enter, after leaving the Home, the public schools for normal children. Of such an ideal and of such intentions I will speak in another part of this book. Here the present brief notice is sufficient to render clear what I am about to relate.

In 1897 (March 15), Mr. Grow introduced a bill in the House of Representatives asking the Government for an appropriation of one hundred thousand dollars to aid in establishing Institutions in the States and Territories for teaching articulate speech. The bill presented to the Committee was ordered to be printed....but did not pass. Miss Garrett, however, did not consider herself vanquished by this, and the project was presented again to the House of Representatives last year. It had the honor of exciting a lively discussion by valiant orators, but was again laid on the table by the majority. Being in Washington at the time, I had occasion to speak of the subject to a person well acquainted with the state of affairs, and she assured me that Miss Garrett was not a woman to lose courage, of which I am more than persuaded, having had the opportunity of meeting her several times and so of verifying her intelligent and active persistence.

I would also note in passing that it must have been the meeting of this type of woman which suggested to Mosso his observation that "Perhaps the preponderating psychological element in the American character is the Will."

Now if by reason of an impossible and perhaps absurd hypothesis, I should be made to sit as arbitrator on the question, I really should not know how to give a definite judgment on the advisability of opening a Normal school in the United States for the training of teachers of the Deaf. Such an institution in fact implies consequences of the greatest importance, not only for the future of the schools, but also for the future of the Deaf themselves, and for that of their teachers. In the first place, I cannot conceive of a Normal school with a course of theoretic lessons, supplemented by a practical training of two or three years, unless based upon a determined method, either Oral or Manual. The belief that a teacher can prepare himself simultaneously, and in the same school, for teaching Articulation and the Mimic is mere fancy. In fact, what does one observe in the schools of the Combined system? All the teachers, with perhaps

some rare exceptions, use the Mimic and the Manual alphabet, taking no interest whatever in articulation, because they say that that is the business of the special Oral teacher. This lack of interest is, on the other hand, logical and natural, especially in the Institutes where they teach the adult deaf-mutes; but no one who has an even superficial idea of the teaching of Articulation, could fail to recognize the fact that in such conditions the task of the teacher of Articulation becomes an impossibility. In a few minutes for each class, and not even every day, that is, in the least possible time, he must, or ought to, accomplish alone a task which is even difficult in the Oral schools where the entire corps of teachers and assistants co-operate in school and out of school, to constitute the so called *Oral environment* which is necessary for the development and use of speech by the young Deaf. He must, in other words, accomplish a task for the meagre success of which many years are not sufficient in the best organized schools where the Oral teaching is assisted, followed, and completed by the environment itself. The conclusion is only too evident: the work is not done, that is all. Nor did it seem strange to me that in the schools based upon the Combined system, speech should be so ill-treated and the results should be so poor. Only I felt great compassion for those poor colleagues from whom such teaching was expected under such wretched conditions.

I must today agree with my esteemed friend Dr. Gallaudet, who never neglects an opportunity of deploring the poor results of Oral teaching in his own Institute. Of course it is so! For no one is ever occupied in correcting the speech of the pupils except the specialist teacher, who is charged with passing through the various classes to devote a few minutes to the articulation of children who do not pay any attention to her teaching because they know that afterwards the lesson will be given with the fingers, and that this is the chief means of every communication and instruction.

Besides, to expect that they should do otherwise would be illogical. A teacher who can use his hands instead of his lungs would naturally prefer the first means of communication; and that not alone because it saves him trouble, although this would

be natural because of the noted instinct of one's own preservation, but also because he knows that his intervention would be of little use, and that his efforts could not have any appreciable result, from the fact that no one was occupied with the work. Besides, there is the program of his own particular branch of instruction to follow, and as Eclecticism permits the using of every means of instruction provided one but succeeds in giving the pupils the knowledge relative to the subject taught, he must prefer the means by which he can reach his end most quickly and most easily.

Admitting, however, that it were possible to train teachers in the use of every expedient and didactic means, not excluding that of articulate speech, yet afterwards, in practice, this last would be neglected. But, as I have said, I cannot conceive of a school where teachers could be trained equally well in teaching the Oral and Manual methods. After what I have noted as to the way the Combined system is practiced, any further demonstration would seem unnecessary. However, I will attempt it.

It is well known that a good teacher should be trained for teaching not only by theoretic instruction, but that it is required that he should be able to put the theory into practice. This would not be possible if, during the Normal course, he were not given the opportunity of giving practical lessons. Now, supposing that the Normal school were annexed to the National College at Washington, how could a learner, no matter how willing, practice teaching speech? After the first lesson he would be so discouraged as to give it up entirely, and would pass on to another branch of teaching.

It is also true that in the majority of American schools they use with success the system of the division of subjects in teaching, and that each teacher is a specialist in a given subject of teaching. But for the reasons stated, if the school is based upon the Combined system, every teacher will go his own way with the manual alphabet and writing and will leave to the teacher of articulation the heavy burden of articulate speech. But this teacher of articulation, where must he have come from? Certainly not from the Normal school, because the fundamental conditions for his training are lacking there.

It comes as a consequence that a Normal school of the Combined system would not be possible, because the teachers trained in it could only find employment in schools of the same type, and would succeed only in being good Manual teachers. In the Oral schools, where every teacher must speak and must make his pupils speak, they would always prefer teachers who had been trained in the teaching and in the correction of speech. Hence the Government Normal school would not correspond to its object, for it would be one-sided. The same would also happen if the Normal school should be established at the "Home for Little Deaf Children," directed at present by Miss Garrett.

She, in fact, does not wish that one should use artificial means in teaching speech. She says "speak to the deaf child just as you speak to the hearing one; by repeating and repeating the child will finally understand what he should do." Allow me to draw a conclusion from this which may perhaps seem odious. While I believe that good teachers of the Mimic would graduate from the National College, I would not guarantee good Oral teachers from Miss Garrett's school. The reason is this: The modern school for the Deaf requires that the teacher should have an anatomical-physiological knowledge of the organs of speech in order to discovery the causes of, and the remedies for, the organic and functional operations of the vocal apparatus. This just as much in a physical-mechanical respect as in regard to the psychic disorders of association, co-ordination, and reproduction of the Oral symbols. Now the ability and aptitude for this are not to be acquired by merely repeating the word to the eye of the deaf-mute, as the mother repeats it to the ear of the normal child. It would be the same as to deny to the Oral method the qualities of a science and art, which distinguish it and which make it a special branch of the science of education.

Hence, neither of the two contending seats of learning seems to me suitable for the institution of a Normal school. But one must also note another circumstance.

If the Normal school should be placed in the National College at Washington, one might be almost sure that the majority of the students attending it would be deaf-mutes, who, in this manner, would have the way opened to them of making them-

selves a lucrative position, and one, apparently at least, fitted for them. Because it is believed and it is given to be understood by those who wish to perpetuate the De l'Epée school, that the deaf-mute ought to be taught, at least during the first years, by deaf-mute teachers only, because of communicative sympathy. Leaving aside the fact that the presence of the adult Deaf is always a drawback to the free and perfect development of the Oral method, I do not believe, and could prove by specific data from personal experience, that the Deaf, even when well prepared from the Pedagogical and Didactic side, could ever succeed as good teachers. One may quote to me, as usual, praiseworthy exceptions, and also historical examples, well-known to myself, but historical examples and the exceptions are not sufficient to overthrow a principle based upon biological facts. I cannot enter into particulars in order to demonstrate this, as it would exceed the limits of these modest Notes of mine, and therefore I must limit myself to recalling to the attention and consideration of the reader one sole principle, based, as is understood, on personal experience. It is: "that the organic sphere and its constitution are reflected in the psychical sphere as regards the disposition and tone of the mind."

For the rest, as Miss McCowen very truly said at the last Congress of the American Educators, "that is a sentimental sympathy that is averse to all true progress" in our teaching; "it is the exact opposite that we want." The teacher of little deaf children must first of all know and understand the laws of mental development; he must be a psychologist. When a child is rebellious, the teacher must try to find out the cause, and he cannot reach the cause without studying the effect. Why does the child do this, but refuse to do that? Why is he disposed to one thing but takes no interest in another? The teacher must discover the reason why, and then only is he prepared to understand the needs of the child, and how to adapt himself to circumstances so as to base his educative work upon these causes and effects and the intellectual activity of the children.

This, and many other interesting things, Miss McCowen said on this subject, showing that she thoroughly understood the important point in the training of the teachers of the Deaf.

Now this training should be made first of all, and above all, in school practice and in the study of the object to be educated; and the conclusion is evident that the educational work will succeed best when the person who dedicates himself to it is normal.

Therefore, a Normal school, according to what has been said, cannot be annexed either to an Institute of the Combined system or to another institute which at present is in a state of mere empiricism. At the most, one might renounce the idea of one unique Normal school, establishing many and various ones. But to this solution are opposed the different legislatures of the various States in school matters, and perhaps also the principle by which the Central Government abstains from legislating in matters of instruction and education.

If the Northampton school corresponds to the actual need at present for the training of teachers, the need of a new Normal school does not seem urgent to me, at least in the Eastern and Northern States. As to the other States, they must study as to where the need is greatest and there find some one to whom they can entrust the task of training teachers.

In a future, which I do not believe far distant, the American colleagues will be convinced of the necessity of renouncing the combination of the Oral and Mimic teaching. They must decide for one or the other. Eclecticism, besides, is based upon the lack of faith in single means. A teacher who has made his first trial in an Eclectic school, will never be a good Oral teacher; just as a convinced Oralist could never approve of the fusion, or rather the confusion, of Manual means with that of speech, for the very human and rational reason, that he would thus be acting against himself and against his own activity.

When the American schools are divided into two clearly determined and distinguished categories, then, and only then, will it be possible to have two Normal schools, one for the training of Oral teachers and the other for teachers of the Mimic. And thus the vexed question will be resolved in the most satisfactory manner.

(*To be continued.*)

THE REAL ROMANCE OF THE TELEPHONE, OR WHY DEAF CHILDREN IN AMERICA NEED NO LONGER BE DUMB.[1]

By Fred DeLand.

CHAPTER VIII.

Organizing the Clarke School.

On July 15, 1867, the gentlemen named by the legislature in its act of incorporation of an institution for the deaf, met in Northampton, at the home of Mr. John Clarke, the generous but unnamed correspondent referred to in Governor Bullock's message. Here the organization of the corporation was completed, Mr. Hubbard was elected to the presidency, and the corporate name "Clarke Institution for Deaf-Mutes" was adopted. Mr. Clarke objected to this name, claiming that it should be called the "Massachusetts School." But after repeated solicitation to allow the use of his name, he finally consented. Then a committee waited upon Mr. Clarke with copies of the act of incorporation, of the code of by-laws adopted, and of the minutes of the meeting at which the organization was perfected; and he transferred to the Corporation the sum of $40,000 in United States 5 per cent. twenty-year bonds, and a little later transferred $10,000 more, generously imposing no conditions and "leaving the disposition of principal and interest entirely to the discretion of the corporators." The first members of the corporation were:

Gardiner Greene Hubbard, President, Boston,
William Claflin, Vice-President, Newton,
Lewis J. Dudley, Chairman School Committee, Northampton,
Osmyn Baker, Clerk and Treasurer, Northampton,

Thomas Talbot, Billerica,	Horatio G. Knight, Easthampton,
William Allen, Jr., Northampton	James B. Congdon, New Bedford,
Julius H. Seelye, Amherst,	Jonathan H. Butler, Northampton,
George Walker, Springfield,	Joseph H. Converse, Boston.

[1]Commenced in the June, 1905, number.

After several conferences with Mr. Clarke, an examination of several pieces of property, and a full consideration of the subject, it was decided that the fund of $50,000 could be utilized to better purposes than by investing the greater portion in a building and grounds. So a large and conveniently arranged house on Gothic street, formerly occupied as a young ladies' seminary, and having ample surrounding grounds, was rented for general use, while a short distance away two suitable rooms were rented for school and recitation rooms, in Mr. Dudley's large residence.

Following the organization, the oral method of instruction was adopted for the school. Miss Harriet B. Rogers was unanimously elected principal, and a cordial invitation was extended to the Chelmsford pupils to enter the new school. At first Miss Rogers hesitated to close the little pioneer school, because she preferred not to assume the larger responsibilities of institutional life, but later she accepted the courtly invitation. Miss Rogers left Chelmsford in August, and on October 1, 1867, formally opened the Clarke School, or Clarke Institution as it was then called, with Miss Mary S. Byam as her assistant.

In his annual address, delivered January 3, 1868, Governor Bullock referred to Clarke School and its generous benefactor as follows: "My anticipations of private assistance were speedily realized, and to a venerable citizen of the Commonwealth, whose name the Institution most appropriately bears, it is indebted for the most liberal endowment ever made to a similar institution upon this continent. In coming years, when we shall have passed away, and our agency in this labor of love shall have been forgotten, successive generations of the silent restored to speech will articulate with gratitude the name of John Clarke, of Northampton, who, in faith, hope and charity has devoted so large a portion of the accumulation of a life of honorable industry to a work of Christian philanthropy. I have no doubt that other generous citizens of the Commonwealth will respond to this act of munificence, and that before many years shall have elapsed no child of Massachusetts will be compelled to seek the means of instruction beyond her limits. In company with members of the executive council and several officers of the State, I have recently visited this school, which, in recognition of her self-sacrificing

devotion to this class of unfortunates, has been intrusted to an enthusiastic and experienced teacher, Harriet B. Rogers. Although the school had been in operation but a few weeks, the progress of the pupils was not only satisfactory in the highest degree, but excited the admiration of experienced instructors among the visitors."

In its annual report for the year 1867, the Board of State Charities referred to the legislative action relieving it of the care and education of the deaf, to Mr. Hubbard's courageous action in behalf of deaf children, and to the gratifying success of the Clarke School, stating: "The two Acts of the last Legislature concerning the instruction of deaf-mutes, are likely *to do more to advance the interests* of the class for whose benefit they were enacted, *than has yet been done or attempted in any part of the world.* Nowhere else, so far as we are informed, has it been made a part of the regular system of education to give early and continuous instruction to the deaf and dumb. But by chapter 311 of the acts of 1867, the children of this class are placed almost exactly on the same footing with respect to education, as hearing children. They are allowed to enter school at the public expense as early as five years, and to continue ten years at school without cost to the parents, except as they may choose to pay for their instruction, which, like that of ordinary children, is placed under the oversight of the Board of Education. The means of commencing their instruction so early as five years old, have been provided under another act (chapter 334) which though later in number on the list of laws, was, in fact, of the same date, and logically, antecedent to chapter 311....

"The Board of Education will, no doubt, lay before the legislature, accounts of the gratifying success of Miss Rogers in teaching articulation to the pupils at the Clarke School at Northampton. The hopes entertained by those of us who have advocated a greater use of articulation in teaching the deaf, have been fully realized...."

During the following year, 1868, the school was visited by officials and teachers from various sign-institutions for the deaf. From the west came two superintendents, each with strong and avowed prejudices. Before leaving, one said: "I am at the head

of a State institution which has 250 pupils, but if I had a deaf-mute child of my own, I would send it at once to Northampton." The other responded: "So would I." Both immediately introduced the oral method in their respective institutions.

Perhaps the clearest portrayal of the sentiments that prevailed in educational circles in 1867, is found in the essay on "Articulation Teaching in the Wisconsin School for the Deaf," presented by Miss Hobart at the Chautauqua meeting of the American Association, in 1894. Referring to the early work of the State School for the Deaf, at Delavan, Miss Hobart tells how Miss Emily Eddy, "during her vacation in the East, in 1867, visited Miss Rogers and her school at Chelmsford, shortly before its removal to Northampton, and there she gained her first ideas as to the practical utility of speech and lip-reading for the deaf pupil. Instead of finding that it might be added simply as a slight accomplishment in connection with training received principally by signs and written language, she became convinced that *a better use of the English language and higher attainments* could be made by this medium than without it; that though a laborious, it was a practicable undertaking. Accordingly, on her return she urged that the beginning of oral work in the Wisconsin school be at once attempted. From the trustees' report for the year ending October, 1868, I quote the following: Experience has established the fact that some of the deaf and dumb do now understand from the motion of the lips what a person says, and can hold conversation with others in this manner the same as speaking persons. It is not pretended that all may be taught in this way, but that a majority can. The friends of this mode of teaching advocate the abolition of signs altogether, where oral instruction is given. Schools for this kind of instruction have been established in Massachusetts under Miss Rogers, and her success has been very good in this direction. She visited our institution the past summer, and gave the trustees and teachers instruction in her method of teaching. She is very sanguine that it is the true method in a majority of cases and will in a short time be adopted. While here she inspired so much confidence in her mode, that the trustees felt it a duty to make the trial in our institution. They had a class formed at the commencement of the present term and

put under the instruction of Miss Eddy. She has been engaged with her class for about two months. The progress which some of the class have made during this short time is quite surprising to all who have taken the opportunity to witness the same. The deaf and dumb have been taught to speak in this institution, and some of the class speak with remarkable clearness. Persons may be incredulous in this matter, but we say to such, 'come and see for yourselves.' "

It is recorded that in May, 1868, "while on their way to attend the National Conference of Principals held in Washington, D. C.," Dr. Milligan and Dr. Gillett "paid a visit to the Clarke School, in order to observe the methods and results of the work done there." On arriving in Washington these visitors "were very closely questioned by other members of the Conference as to what they had seen, and in the course of debate much skepticism was expressed regarding the value of oral instruction, but these gentlemen, while not professing to be converts to the method, testified to the honesty and to the value of the work being done at the Clarke School. The opening remarks of Dr. Milligan, on this occasion, express the attitude with which they entered upon the investigation and the conclusions that were forced upon them by the evidence of their senses: "I do not know that I can say anything in addition to what has already been said. It is difficult for any person to knock over all the work of years; even though he has been laboring to build a cob-house, it makes him distressed to see it fall. I do not mean to say that our teaching has been of the cob-house order. I went to Northampton, not believing, for physiological reasons, that those who had no auditory nerve could ever learn to speak and articulate and it is not pleasant to me to find out that they can. (Laughter). I am willing to say that I am disappointed; but it is so, that they do talk. We cannot get around it, and we have got to put up with it, for they won't stop talking for all our resolutions."

Dr. Gillett's account of that visit at Northampton, as presented at the Lake George (1891) meeting of the American Association, is as follows: "Some of you know that I am one of the original articulation teachers. I was raised by and under the

strictest sect of the Pharisees, having been trained by Dr. McIntyre and taught to believe that it was not practicable or sensible to undertake to teach speech to the deaf. I was earnest in the conviction. But I saw in the newspapers in 1867-68 accounts of the work that Miss Rogers was accomplishing at Northampton. When the first Conference of Principals was called to meet in May, 1868, I wrote to Mr. G. O. Fay, Superintendent of the Ohio Institution, Mr. McIntyre of the Indiana Institution, Mr. Kerr of the Missouri Institution, Dr. Milligan of the Wisconsin Institution, and I think also to the elder Mr. Fay of Michigan, suggesting that we all meet in Northampton at a given time, as we might take that place en route to Washington where the Conference was to be held. Our expectation was to see something that was palmed off on the public as genuine, which nobody who had visited that institution had sufficient discrimination to detect as a fraud. This is an honest confession, but I hope I shall feel better for it.

"I went first to Boston and saw Mr. Hubbard, and also saw Miss Mabel Hubbard, now the wife of our honored President. Mr. Hubbard took me into his house, where I had an interview with Miss Hubbard, whom I was desirous of seeing, as I had heard interesting particulars of her case. My peace of mind was much shaken by this interview. I then went down to Northampton, Mr. Hubbard going with me. I spent two days in Northampton, Miss Rogers giving me every opportunity of learning all I wanted to know. Dr. Milligan was with me; the other gentlemen had not quite courage enough to come to time. We had a most delightful and instructive visit. It was one of the important milestones in my life. Before I left Northampton I was entirely changed in my opinion as to the advisability of attempting to teach the deaf to speak.

"Dr. Milligan and I proceeded to Washington and at the Conference gave an account of what we had seen at Northampton. If you will take up the proceedings of the First Conference of Principals, known as the Sixth Convention, May 17, 1868, you will find something in that report from Dr. Milligan and myself. I felt it was time to right ourselves and I thought that the occasion had arrived for the institution with which I was

connected to take into consideration this new method. After reaching home I made a special report to our trustees concerning the subject, and received from them authority to immediately begin classes in articulation. We made honest work in that direction and have carried it on conscientiously. Not to the degree of efficiency I would like to have done,—but still we have accomplished something for which we are very thankful."

Dr. Harvey P. Peet, Mrs. Peet, and Mr. O. S. Strong visited the school in October, 1868, and expressed their surprise and pleasure at the remarkable results attained by Miss Rogers, and especially at the ease with which the pupils read the lips. Representatives also came from Ohio, Illinois, Wisconsin, and Minnesota. And it was recorded that the principal of the California institution offered Miss Byam a salary of $1,200 in gold to introduce the method in his institution; but the offer was declined. Governor Chamberlain, of Maine, also visited the school.

On February 2, 1869, Mr. Hubbard wrote: "Our school has been visited by the principals of several deaf-mute institutions during the past year, and Miss Rogers, at the request of the corporation, visited several of the western institutions in June last, both to recruit her health, and to observe their method of instruction. Teachers from the Ohio and Illinois institutions have spent some time at Northampton, watching the system of Miss Rogers; and classes in articulation and lip-reading have been organized in the State institutions of New York, Ohio, Illinois, and Wisconsin, and at the American Asylum, in Hartford. To the principals of various deaf-mute institutions, particularly in the western states, we desire to express our sense of obligation for the courtesy extended, and the information afforded by them to Miss Rogers."

In his first annual report, Mr. Hubbard stated that "the Clarke Institution differs from all other American institutions in this, that it receives pupils at as early an age as they are admitted in our common schools, and in teaching by articulation and lip-reading only. At this school, before the articulating muscles have become rigid from want of use, and while the powers of imitation are the quickest, and the imaginative faculties the most active, the little deaf-mutes are taught the power of the

letters, the articulation and meaning of words and short sentences, and simultaneously, by watching the motion of the lips in forming the sounds, to read from the lips. Natural signs, pictures, and objects are used to explain the meaning of new words." And in her second annual report, dated December 31, 1868, Miss Rogers wrote: "Believing that all signs on the part of pupils, and all on the part of teachers, except those few and simple ones used by intelligent mothers and nurses to explain the meaning of new words or phrases, (called by the president of our corporation, in the report of 1867, 'natural signs'), are prejudicial to advancement in articulation, whatever their intrinsic merits, we do all in our power to prevent their use here."

October 1, 1872, Mr. F. W. B. Sanborn and Mr. L. J. Dudley, in a special report stated:

"It is a matter for congratulation among the friends of an unfortunate class, that a new era in their education seems to have dawned. Not that any well-rounded system for all, has been perfected and adopted,—not, perhaps, that any one feature of such a system commands, as yet, universal assent. But there is in most of our deaf-mute institutions, an unwonted energy, a spirit of inquiry, an abatement of prejudice, a generous rivalry, and a disposition to 'prove all things,' as well as 'hold fast that which is good.' Each keeps itself in readiness to profit by the experience of the other. We anticipate from the discussions and experiments now in progress, results as auspicious to deaf children as have been the results of the same processes in regard to methods in public schools to hearing children."

In 1880, Dr. Isaac Lewis Peet, eminent in the councils of the advocates of the sign-language, said: "I think I never was in an institution where a benevolent foundation had done more good, where the buildings were better arranged for the purpose of deaf-mute instruction, than in this one. Here, boards of directors can find a model for the construction of new buildings. Here they can find all those appliances which we especially need for giving to the deaf-mutes the idea of home and happiness in this world, and of lifting their aspirations for pleasant lives in the future."

Then, as a compliment to Miss Rogers and in reponse to her cordial invitation, the National Conference of the Principals

of Institutions for Deaf-Mutes held its fourth meeting at the Clarke School, in May, 1880. On the fourth day Mr. Gilbert O. Fay said: "We have not only had delighted association with the residents here, but we have had opened to us, that beautiful book, the minds of these deaf children, who by methods somewhat new to some of us, have been led along so fa and so high, in the process of education; and we have had opened to us views of personal progress, personal purity and excellence of character, and the modest bearing of children, which have won our admiration. It places in our minds standards of excellence, and possibilities of success which we shall never forget, but which will remain in our memories for guidance and assistance."

In 1887, twenty years after its organization, the corporators, placed on record their official and personal belief that "the amount of good growing out of the establishment of the Clarke school is not to be measured by the number of its pupils. The discussions that preceded and followed its organization, together with its early success, were not without their influence upon all the schools of the country. They served to awaken a new interest in the education of the deaf, and to breathe new life into the old system of instruction. The antagonism, jealousy, and distrust at first existing between the champions of the two systems, gradually gave place to a sober second thought, to a reconsideration of former exclusive views, and, finally, to a spirit of harmony and co-operation. The result has been that, while of the twenty-four schools existing in the country twenty years ago, not one made any provision for articulation and lip-reading, of the sixty-six now existing, only six fail to make some provision therefor, and seven are distinctly oral schools."

In 1883, Miss Yale was the accredited delegate of Clarke School at the Third International Congress for the Amelioration of the Condition of Deaf-Mutes, held in Brussels, August 13-18, and, on her return made an interesting and comprehensive report which was incorporated in the annual report of Clarke School for the year 1883. After the Congress had closed, Miss Yale visited eight schools in Germany, one in Switzerland, and five in England, as well as four in Belgium. In visiting the German schools she was accompanied by Miss Hull, (in whose private school at

Kensington, Dr. Bell first experimented with visible speech in teaching articulation to the deaf), and they "selected those schools which, on careful inquiry, were named as among the best; for our object," Miss Yale wrote, "was to know the possibilities of our system for success, and not to see what failures might be covered with the name of the German System." And all that she saw in these German schools inspired her "with greatly increased confidence in the German System."

CHAPTER IX.

The Growth of Clarke School.

Miss Rogers opened the school on the first day of October, 1867, and before the end of October nineteen pupils were enrolled, while one was accepted in November. Eleven were born deaf or had lost their hearing before two years of age and before they had acquired any knowledge of speech or of language. The price for board and tuition was fixed at $400, and for tuition only, at $100, per annum. In the beginning there were only two teachers, Miss Rogers, and her very able assistant, Miss Byam, who taught at Chelmsford. Mr. Hubbard appreciated that this was "not a sufficient number of teachers in a school where anything like systematic classification of pupils so recently brought together, so limited in number, and yet so diverse in age, capacity, wants, and attainments, was impossible. For the number of distinct school exercises each day was twenty-five, some of which were with individual pupils, and some with a large portion of the school"; and the following year the number of teachers was increased to four.

Among the pupils was Theresa Dudley, who entered on October 3, 1867. Miss Rogers has said that Theresa "could articulate *papa* and *mamma* very well, and three other words very imperfectly, and a few of the letters, which she learned while spending a few days at Chelmsford." During the first six weeks at the Clarke School, Theresa "learned the sounds of all the letters of the alphabet and many combinations of consonants, among them the *ng*, one of the most difficult.... On November 16th, she came to my room and said, 'Mamma wants you to go to

her.' I said, 'Where is mamma?' She answered, 'In the hall.' These words were all spoken." December 31, 1867, Miss Rogers wrote: "Theresa has learned a great many words, which she delights in speaking. Sometimes, in talking, if she cannot articulate a word, she will spell it with her lips in preference to using the fingers (as taught before coming to Miss Rogers). She has a spelling lesson daily which she reads from the lips, and spells by sound; reads simple sentences from the lips, and writes them on her slate. She uses her fingers very little, expressing almost all her wants by spoken words. She frequently says, 'I like to talk much better than to make signs.' On December 31, 1868, fifteen months after instruction began, Miss Rogers wrote: "Theresa's progress in articulation and lip-reading during the year has exceeded our most sanguine expectations. Already articulation and lip-reading are her means of communication with her parents and friends; with strangers, too, the same means are increasingly available, and in some cases perfectly so. She delights in her newly developed power, and is being restored to society. A whole evening's conversation with her parents is reluctantly ended. Last April she began the study of American history, and has completed the 'French and Indian War.' She recites orally; and then gives, without reference to the book, a written synopsis in her own words, generally expressing clearly the idea of the historian. From this exercise she is rapidly acquiring a varied and extensive vocabulary."

The whole number of pupils enrolled the second year was thirty-eight, of whom nine were congenitally deaf, twelve lost their hearing between one and four years, and thirteen were either semi-mutes or semi-deaf. The number of teachers was increased to four, as "the system of instruction demanded great care and attention, and necessitated a great division of labor," while the teachers had "forty-seven distinct school exercises each day." This increase in the number of pupils made it necessary to rent a second house for occupancy by some of the pupils and their teachers, while Mr. Dudley gave up two more rooms in his residence for use as school rooms.

Early in 1870, the increase in the number of applicants made it expedient to secure suitable premises for a permanent school

where a larger number of pupils could be properly domiciled and cared for. So, in June, two estates, the Clarke and the Kirkland on Round Hill, containing nearly twelve acres and divided into two nearly equal portions by a street, were purchased for $31,410, and this acreage constitutes a portion of the present site of the school. Included in the purchase were two large residences, a stable, a gardner's cottage, and a laundry, all well built and conveniently located. These residences were enlarged, altered, and repaired before the last week in September. To the three-story brick and stone Kirkland residence an addition 30 by 40 was built, a French roof added, and the building was converted into a dormitory for the girls and named Rogers Hall, while the frame residence was called Clarke Hall. When the alterations were completed Rogers Hall contained twenty-one bedrooms, a hospital room, and the necessary bath rooms on the second and third floors; while on the first floor were the girls' playroom and parlor, a public reception room, a teachers' sitting-room, Miss Rogers' rooms, and a spare bedroom or two. The dining-room and kitchen were located in the light, airy, and commodious basement, the latter containing a large Warner range. When remodeled the Clarke residence formerly known as the Clarke and Spalding boys' school, was a large frame structure, arranged with an office, five large, well-ventilated school-rooms, and a reception room which could also be used as a recitation room, all on the first floor, while the second floor was used as a dormitory for boys until the following March, when it was converted into a large hall. A few of the dormitory-rooms contained more than two beds. Pupils were taught and required to make their own beds and to keep their rooms in order. In the meantime a three-story brick dormitory for the boys, 80 by 53 feet, was in course of erection on the opposite side of the street, which was completed and ready for occupancy the following March and christened Baker Hall. On the first floor were the boys' parlor and playroom, public reception room, teachers' sitting-room, hospital-room, guest chamber, and steward's office. The second and third stories contained a total of twenty single and five double rooms, bath rooms, etc. All these buildings were then heated with furnaces.

The total cost of these buildings, together with the furnishings and the grounds, at the time of their occupancy, was $98,825.86, in the payment of which a debt of about $34,500 was incurred. This debt was covered by notes carried by a Northampton bank, and by careful management the entire debt was wiped out by 1876, or within five years after taking possession. Immaterial as these details may now appear, they are of peculiar interest in indicating how thoroughly imbued Mr. Hubbard, Miss Rogers, and their co-laborers were with the belief that the oral was bound to be the prevailing method of instruction in time, and how broadly and wisely they planned for the future.

Never was a more beautiful or a more inspiring or a more healthful location for a school than the site the corporators secured on Round Hill. It overlooks the broad valley of the Connecticut, with its level, fertile meadows, while to the south lie Mounts Tom and Holyoke. It is also a section rich in historical interest, for nearly seventy years ago the famous instructor, Dr. Cogswell, had a classical school on Round Hill, while the eminent historian, George Bancroft, taught here, and resided in one of the buildings now occupied by the Clarke School.

Referring to the method of instruction that prevailed in the Clarke School in 1876-1884, Miss Alice Worcester, in reply to certain questions asked at the convention of articulation teachers of the deaf, held in New York, in June, 1884, said:

"Children in our class this year and in our class last year learned everything first from the lips, every sound, every combination, then they wrote that for themselves, as I said before, of course pronouncing it. Everything is given them first from the teacher's lips and they pronounce it from our lips. After pronouncing it they write it for themselves, and if they required any assistance, if the spelling of the word was such that they could not spell it for themselves, they received the needed assistance. In the effort to make the children depend entirely upon the lips, we have endeavored to keep our hands entirely still so that we should not be betrayed into using the crayon unnecessarily. We have taught everything from the lips. The teacher, who has had our class in geography, has taught the children to pronounce every geographical name from the lips. I remember, very well, one day last fall, when children came to me to pronounce "Mediterranean sea"; they didn't know the word, but they had seen it

on the maps, and I would like to say there that the trouble with our geographical names has been to a large degree obviated by teaching pronunciation of them in that way. In our little class this year we had, at the end of the year, quite a large vocabulary learned from the lips; they spoke the words first, and when they said them nicely they wrote them. One especial effort of ours has been this year to make one repetition suffice for a class. We have, for that purpose, placed the children so that they could see each other's lips, as they sat on three sides of a square, the teacher sitting in the centre—occupying the fourth side—and have tried, just as far as possible, to avoid repetition by confining the children's attention to the teacher's lips, and making one repetition suffice, if possible; then getting them to watch each other and get from each other what they could not get from the teacher. The work has been done very largely by one repetition on the teacher's part, the children repeating afterward. We have thought that result was very good."

Mr. Wines: "I should like to ask one other question. A good deal has been said about teaching articulation by elements, by syllables, and by words and phrases. In teaching lip-reading, do you begin by teaching them to recognize elementary sounds or by teaching them to recognize words and phrases as a whole?"

Miss Worcester: "Well, we do both. We do just what Miss Keeler's paper says. In the very first instance, we say to them: "come" and then "go" without using the hand. Then we say: "Go and sit down" without any action, so that they are reading sentences from the lips from the very first, but our effort in the first instance is directed to the point of enabling them to take such language from the lips as will make the school work go on without interruption."

In 1876, the buildings were again enlarged. This increased room permitted the opening of a primary department in Baker Hall. The cost of all these improvements together with the necessary furnishings, was about $54,000. In 1883, it was thought best to purchase additional land on Round Hill "for the more complete seclusion of our school from public travel and near neighbors, while the price paid was such as to make the property desirable even as an investment." In 1891, a new brick laundry with all modern appliances, and having rooms for the employes, was placed in operation. Then, the entire heating apparatus was

completely changed. In place of small boilers under each building, a steam plant of two boilers was erected in a new and separate boiler-house, steam pipes were laid underground to each building, with return pipes for condensed steam, and provision was made for storing a full year's supply of coal. In addition to these, other desirable changes and improvements were made. In 1892, a greater pupil-capacity being demanded, Dudley Hall, previously unfitted for pupils, was reconstructed internally and furnished with all modern appliances for independent housekeeping, thus affording accommodation to twenty-five pupils and their teachers. A substantial double brick house was erected in the rear of Baker Hall for occupancy by the master of the cabinet shop and the steward. In 1894, more room being required, a handsome three-story and basement building was erected adjoining and became a part of Dudley Hall. It was occupied in February, 1895, the dining-room and kitchen being arranged in the large, well-lighted basement; the first floor was devoted to school-rooms and public rooms; sleeping rooms for teachers, attendants, and pupils occupied the second and third floors, while the large attic served as a desirable play-room when the weather was unpleasant. This new building and its furnishings represented an investment at that time of over $15,000, which amount had to come from the income of the Clarke fund.

These details may appear of small moment at this late date. Yet they are of value not only in emphasizing the exceptionally wise and careful management on the part of Miss Rogers (to 1886) and Miss Yale and the trustees, which has made it possible for Clarke School to maintain its acknowledged leadership among oral schools, and to have accomplished all the good it has, notwithstanding the fact that Clarke School has, from its own funds, expended in behalf of the wards of the Commonwealth about $250,000, in addition to the amount appropriated by the legislative enactment; but they also portray indelibly the remarkable foresight and determination displayed by Miss Rogers and Mr. Hubbard. They did not build for a day, but for all time. Not for one moment did they trust that time and chance *might* prove the oral to be the only right method. They made the oral "the only way" in which the deaf can be properly instructed. Perhaps

we stand too close to its inception to appreciate the magnitude of this pioneer work, but the day is coming when its true value will loom large and honors will then be generously bestowed.... after all the pioneers have passed away.

On October 12, 1898, President Franklin Carter, in his annual report to the Massachusetts Board of Education, said: "The actual cost of keeping and instructing each pupil in this school in 1896-7 was two hundred and eighty-two dollars ($282). Because of the generous foundation of Mr. Clarke, which besides having paid for these buildings and grounds, produces an annual income, at present, of upwards of fifteen thousand dollars ($15,000), the State of Massachusetts secures for her deaf children a comfortable home and loving care and patient and excellent teaching for eighty-two dollars less than actual cost. For one hundred and twenty pupils that represents a gift each year, from the munificence of one man, of about ten thousand dollars ($10,000). If we count the number from Massachusetts for the last ten years as averaging only one hundred, the sum total of the value of this gift to this State for these ten years would be at least eighty thousand dollars ($80,000). This does not include the interest on the investment in lands and buildings representing at least two hundred thousand dollars ($200,000). The value of the land has been increased this year by the purchase of an adjoining lot at the price of five thousand dollars ($5,000). If the interest on the money invested in the plant from the first be reckoned, as it fairly may be, it is within bounds to claim that by the munificence of John Clarke since the founding of this school more than two hundred and fifty thousand dollars ($250,000) has been actually expended for the maintenance, care, and instruction of the deaf children of Massachusetts, for which no return has been made by the State."

(*To be continued.*)

THE EFFICIENCY OF THE DAY SCHOOL.[1]

FRANCES WETTSTEIN, MILWAUKEE, WIS.

In discussing the efficiency of the day schools, the opinion of one or the other educator can not be taken as the ultimatum, but the natural and psychological laws that underlie the principles that govern them must be taken into consideration.

We must see whether they are able to cope with the conditions as they are to-day, and the question must be asked: Do they fit the deaf to become useful members of the home and of society, or is there something better?

In fitting the child for a happy life in his home and with members of his family, the training of his moral character or his heart must be considered.

The deaf are called selfish, quick tempered, irritable, deceitful, hard-hearted, and not lovable and affectionate. This is true if they are brought up in conditions contrary to natural law,—if they are deprived of privileges and advantages accorded other children.

Take any hearing boy, let him run the streets until ten years of age and then send him away from home, and what will become of him, even though the principal avenue through which his soul can be reached is not closed.

It is the language of expression that appeals to the heart, or the soul. By expression, I mean music, the tone of the voice, facial expression, or the attitude of the body. At least three-fourths of all sensations that appeal to the emotions are received through the ear. It is music that will make you sad, or cheer you up. It is the mother's lullaby that soothes the restless child. It is the tone of the voice that will give pleasure or pain. It is *how* a thing is said and not what words are used that will make its impression upon the human heart.

[1]A paper read before the Wisconsin State Teachers' Association, December 28, 1905.

A deaf child is deprived of all these subtle influences that make us sympathetic and lovable. One with a passionate temper cannot be controlled by gentle words, one in pain cannot be soothed by sweet music.

But how can he be compensated for the loss of the great power of tone that is "the language of the soul"? Only by the expression of love in the face, the fond embrace, the kiss, and caress. The lullaby may be replaced by the gentle stroke on the forehead, the words of approval by the pat on the shoulder. At night, the attitude of prayer, and the last gentle caress and kiss of the mother, who must take another look at her darling before retiring, will appeal to the child and make his disposition sweeter. And who can best give this? Certainly the mother; and the mother must do it not only until the child is eight or ten, but all through the years of young manhood or young womanhood.

I think you will agree with me that the kindly and charitable mother who is willing to take a strange deaf child into her family and care for him will tender him more love and affection than the attendants at an institution.

It is the small day school to which the teacher brings the greatest mother element. For the teacher who feels that the five or six children in her care are dependent upon her for everything they learn, will love them better than the one who has many pupils and different ones every year. But, no matter how much of the mother element the teacher brings into her school, she can not replace the mother. And shall these little afflicted ones be punished by making orphans of them, and depriving them of their birthright,—the expression of parents' love? For, of what value is a parent's love, if there is no opportunity of exercising it?

And where are the greatest lessons of unselfishness taught? Certainly, in the home, and not in an institution where two hundred pupils are treated as a unit.

Mental Development.

It is the home life that develops the child's character and fits him to become a happy member of the family, but it is his mental

and physical, or industrial development that will fit him to become a useful member of society at large. Let us see whether the secluded life in an institution, or the contact with the world will bring about the desired results.

The ability to communicate with the people he has to deal with after he leaves school must be considered of primary importance. And these people are hearing people. He must be able to make his wishes known to them by means of speech, or writing, or to receive information by means of speech-reading. Where can this be done as well as in a day school, where a pupil has an opportunity to practice and apply outside of school what he learns there? At home and with his friends, he is entirely dependent upon speech and speech-reading and a few natural gestures. At a very early age, he is made to depend upon himself to go back and forth from school; his mother sends him to do errands, and in a thousand-and-one little ways he learns to depend upon the lips of others, and, in return, feels that he can make himself understood. This gives him self-confidence and the power to cope with the problems of life that present themselves day by day.

An advantage of the small day school is, that, often, the little deaf children go to the regular kindergarten, take part in the games and imitate normal children, or, the older ones attend the rhetoricals of the upper grades thus becoming regular members of the school at large. They attend the talks given by the regular museum lecturer; visit factories, where the foreman explains a certain process; visit stores, where the clerks are willing to show the different wares; attend a session of court; draw books from the public library; attend cooking school, and manual training shops with hearing children. These are advantages that can not be given to pupils in a large institution, usually located in an isolated place. And what could be better than all this to prepare children to take their place in society later on? And shall all these advantages be denied a pupil simply because he lives far away from an established school? Should not the parent have the right to determine which school his child shall attend? If day schools, as the gentleman who read the chief paper seems to admit, are best for children of average and above average intelli-

gence, is it not very unpedagogical to deny the weaker ones such advantages as are good for those of average intelligence? The feeble-minded deaf who will always be helpless and dependent upon the parents or the State are excluded, for they, like all feeble-minded children, ought to be provided for, for life, in homes or institutions.

But the question, "Can every deaf child be taught speech successfully?" has been raised. To this I would answer that the large majority can. Some claim as many as ninety per cent. There are some with physical defects, such as paralysis of the soft palate, enlarged tonsils, or adænoid growths, whose speech is intelligible only to the members of the family; but these are very often fine lip-readers, and speech-reading is worth as much as good speech. Besides, mental development is one of the principal ends for which we are striving, and speech is one of the means employed. Psychologists tell us that there are certain nerve centres in the brain developed by use of the senses—sight, hearing, taste, touch, and the motor muscles. In a person both deaf and dumb the nerve centres of hearing and speech are not developed and soon became atrophied. This results in an abnormal development of the brain. A deaf person taught speech will have but one undeveloped nerve centre,—that of hearing, and this is partially compensated for by the greater development of the nerve centres of sight, through lip-reading. Also, the ability to distinguish sounds, or even vowels or words, is very often developed in a child as he learns to talk, and this sound perception will develop the nerve centres of hearing.

If this theory of psychologists is correct, then there can be no doubt but that a teacher striving for intellectual development must make use of speech and speech-reading in order to make the mind of his pupil as nearly normal as possible.

In nearly all day schools, speech is taught,—and successfully too. But why is it often a failure in institutions? Because the sign-language is "a lazy language,"—to use Dr. Gallaudet's words,—and pupils will resort to signs and not practice speech when they are not required to do so, and when they are not made to feel the absolute necessity of using it as they do at home.

Industrial Training.

And last, but not least, a word regarding the industrial training of the deaf. What to do to make the deaf independent and self-supporting is always a serious question.

Fifty years ago it was thought best to teach a certain trade to the boys and girls. But times have changed and the machine has taken the place of the hand.

The man of judgment, self-reliance, creative ability, and the power to cope with the situation as he finds it, is the one who will get along best in the world, and not the man who has learned an antiquated trade.

The superintendents of the best equipped industrial departments in the country are of the opinion that it is not so much a trade that the deaf child needs as the power to do well what he undertakes; and that, beginning with the kindergarten, this idea should be emphasized throughout the school life. The manual training, that develops judgment and creative power, by giving expression to the thought and ideas in the child's mind by means of designing and making things; that develops the artistic spirit, and the love for the beautiful, so essential in a child's development; that forms habits of neatness, patience, order, and a willingness to work; that is the industrial training that a child in the elementary school needs, and which can be given to all, even to those attending the very smallest schools.

The manual training that the average child receives at home is not to be underestimated. The girls help mother in her household duties, mend clothes, take care of baby, set the table, wash the dishes, take care of their rooms, and prepare the different dishes they have learned to cook at cooking school; the boys help father in the work about the house, put up screens, storm windows, fix a broken chair, and in many ways make themselves useful.

Now, after giving the deaf child all the attention that is due him,—letting him develop in a natural environment with his brothers and sisters, sharing and bearing the troubles of life, learning the value of money, and learning to sacrifice his desires for those of others; and then, at an early age, sending him to

school, where he learns to communicate with hearing people; where he gains self-reliance, good habits, and a willingness to work, and acquires a general knowledge of the rudiments of education,—in short, after letting him develop in a natural way until he is sixteen or seventeen, the majority of boys and girls of average intelligence and with no physical defect, barring deafness, will be able to attend the higher schools with hearing boys and girls. There can be no question that this is the best policy to pursue whenever it can be done, for only by constant practice can English become the vernacular of the deaf, and only by constantly associating with hearing people can they overcome the diffidence and embarrassment that make them feel isolated and unhappy in their company.

If circumstances will not permit children to attend school after they have finished the elementary course, they ought to be able to learn a trade or engage in some business like hearing boys and girls.

But if, for one reason or another, a pupil is not capable of attending a school with the hearing, what then? At present, there are three courses open to him: He may go to the National College, at Washington, D. C.; take a post graduate course at his own school with the manual training course at the city high school; or, go to the State Institution to learn some trade, which would not be of very great value at the present time. This is not a consummation devoutly to be wished, but it is all that is open to a deaf boy incapable of attending a school with the hearing.

As the fundamental principle of day-schools is the decentralization of the deaf and not their centralization in separate communities, we can not advocate their going to an institution, where they would not have an opportunity of making practical use of the speech they have learned with so much painstaking.

If the institution were a place like the "externate" in Germany, where pupils are boarded in families—the board of only the indigent ones being paid by the state—it would be a different thing; and if, added to this, the industrial department were an up-to-date trades school, we would heartily endorse it.

There is need of a trades school where the boy would have

an opportunity to become an expert engraver, a designer, an architect, or an electrician; where there would be an up-to-date shoe-factory, a modern printing establishment, an agricultural department, and a machine shop,—all up-to-date.

This would not incur a greater expense to the state than to support a charitable institution. Besides, such a change would do away with the evil that results from fostering, in the minds of parents, the idea that the State owes their deaf children a living, an idea that seems to relieve them of all sense of duty and responsibility. I say, instead of using so much money to feed children of well-to-do parents, it would be far more profitably spent for the higher education of the deaf; for the State ought to give the deaf the same opportunities it accords the hearing. And why should not the parent provide for the physical wants of his deaf child,—feed him and clothe him until he becomes self-supporting? It is the deaf child's prerogative as well as that of his more fortunate brother.

At present, the day schools are under one supervisory head, the State Superintendent,—the man at the head of the educational system in the state,—and, who could more properly exercise this supervision? It certainly would be taking a step of fifty years backward were they to be separated from the public school system and classed with charitable institutions.

Time will not permit me to take you through a brief sketch of the history of the education of the deaf, or I might show you, in the evolutionary progress, that the institution was the outgrowth of needs and conditions a hundred years ago; and, that conditions, and especially the facilities for rapid transit, have changed; and that something better has come to take the place of the institution.

It is a pity that there can be no growth without conflict, and that some must die that better ones may live; but it is a natural law and we must submit to it.

The day school movement is in its infancy, but it will show by its growth and survival that it is the fittest.

EXTRACTS FROM THE REPORT OF A JOURNEY IN THE UNITED STATES.

ELIZABETH ANREP-NORDIN, WENERSBORG, SWEDEN.

In the year 1903 I presented a most humble address to His Majesty the King for a state grant to enable me to visit the United States of America for the purpose of studying the methods of instructing the blind-deaf, with special reference to the case of Helen Keller. My request most graciously received the royal assent, the terms of which obliged me, on my return, to give an account of my observations and experiences. Having completed these in the Fall of last year, I beg now most respectfully to give in my report.

It was for me a matter of regret that my health prevented me from sooner undertaking a journey so rich in interest. I was very anxious to time my visit so as to arrive at the reopening of the schools after the summer vacation, but the crowded state of the steamers, owing to the St. Louis Exhibition, prevented me from securing a passage sooner than the 22d of September, and a fortnight later I arrived at New York. Some days before I started I received a most cordial invitation to come to the Perkins Institution for the Blind in Boston, and just before leaving was invited to attend the "International Conference on the Instruction of the Deaf," to be held in St. Louis, October 20-23, and to read a paper "On the Care and Instruction of the Blind-Deaf." Charged with this duty and with no other time at my disposal than what the discomforts of a sea-voyage offered, I was compelled to make the most of a crowded writing-room, where one had to assume now a vertical, now an almost horizontal position, in order to accommodate one's self to the rolling and pitching of the vessel, but patience overcomes all difficulties, and our entrance into New York harbor saw the completion of my work. One thing remained, to have my manuscript typewritten; but where?—by whom? Happily this difficulty did not wait long

for a solution. As an interesting detail I made mention that the type-writing was done with the utmost neatness and accuracy, by two blind young ladies at the Perkins Institution, from the dictation of their teachers. The young ladies wrote very speedily indeed, almost as fast as they were dictated to, and their intention was to perfect themselves in the art so as to make it a means of livelihood.

As soon as I had landed in New York and made arrangements for sending on my baggage to Boston, I set out to find my way to the Deaf and Dumb Institution at Washington Heights; but forgetting that the "Elevated" runs in two lines through New York, the west and the east, I took the first which came to hand. This happened to be the wrong one, the east line, and I had to cross Manhattan Island afoot, far above the city, in order to reach the Institution. No little exertion was needed to cover so long a distance on foot, a distance which the strangeness of the surroundings did not help to shorten. I arrived at the Institution just in time for the afternoon "recitations." Dr. Currier, the Superintendent, to whom I introduced myself, kindly accompanied me to the room where the two blind-deaf young girls were receiving instruction. Both of them had lost sight and hearing after they had learned to speak and had kept their speech pretty well, so that I was able to understand them. They were taught principally by a deaf-mute, a lady of high intelligence, formerly a pupil of the Institution. They got some special lessons from another teacher to perfect their enunciation. It seemed to me a great pity that these poor blind-deaf girls should be required to receive their instruction from a teacher unable to communicate with them orally, so that their principal means of access to the outer world, instead of being in constant use, is only the subject of a special "recitation." They had been better off among the blind, who can usually hear, where they might have used their speech at any time and profited from conversation with people of a normal language.

The girls were clearly very attached to their teacher, and her pupils' happiness and success seemed to be her sole mission in life. Judging from their standard in History and English composition, the pupils' development appeared to be far ad-

vanced. This is the less to be wondered at when one remembers that these pupils were not born deaf and blind, but had acquired speech in the ordinary way. As no examples of the congenitally blind-deaf were to be found at the Institution, I did not consider that the terms of my commission required a longer stay there.

Before leaving New York, I called at the Swedish-Norwegian Consulate to receive the letters of recommendation which the kindness and forethought of Her Majesty Queen Sophia had procured for me, and which opened doors for me in all directions; the same was the case with the Swedish-Norwegian Legation at Washington. Among the private letters which awaited me at the Consulate was one from Helen Keller, which caused me some disappointment. It was an answer to one of mine asking her to say when and how I might have the opportunity of some intercourse. Her answer was written under the impression that I had merely asked for an interview, an opportunity for which, of three hours' duration, was offered me on any day before October 10th, after which date she had to leave for the St. Louis Exhibition. To see Helen Keller was the main object of my journey to America, and it was not pleasant to think that that object should be so partially and imperfectly carried out. To tell the truth, from my study of Helen Keller's life and other writings about her training and its brilliant results, not to mention the fairy tales of the newspapers, I had serious doubts as to the truth of the results described, and I wished to put the matter to a thorough test by some lengthened intercourse with her. Such had been my state of mind eighteen years before with regard to Laura Bridgman until a three weeks' intercourse with her removed all my doubts. That I should once more be a prey to such arose from the fact that the progress ascribed to Helen Keller so enormously exceeded that made by Laura Bridgman, and from my 20 years' experience of the difficulty of such instruction.

On the 5th of October I arrived at Boston and went direct to the Perkins Institution where I got a most cordial welcome from my dear old friend Dr. Anagnos, the Superintendent of that large Institution, the first of its kind in the world. This is true even with regard to the number of the pupils and the size

of the buildings found necessary for the carrying out of the elaborate scheme of instruction here pursued.

Almost as soon as a blind child can walk, the Institution opens maternal arms to receive it. The Kindergarten Department, which is entirely the creation of Dr. Anagnos, is situated 11 km. from the main buildings, at Jamaica Plain. It consists of four large houses, two for boys and two for girls, each presided over by a house-mother, and a fifth building containing a Sloyd-room and a gymnasium. These buildings were planted here and there in a magnificent park, and their windows commanded a wide expanse of hill and vale, still far removed from the city's turmoil.

Returning to the main department, we have first the large buildings for boys, once the only building of which the Institution could boast, where one finds class-rooms, refectory, sleeping-rooms (for the dormitory system is not in favor here), sitting-rooms, for both pupils and teachers, and a large oratory. Room is also found in the same building for the Superintendent's residence, a noble suite of apartments on the ground floor. Connected with the main building by a corridor is the library, where one can see the finest collection of literature relating to the blind in the world, with the single exception of Vienna, and the largest collection of books in Braille (modified according to American ideas) to be found in any one library.

The loan department occupied a large share of the librarian's attention, books being sent all over the State of Massachusetts free of cost, the American Government giving this practical stamp of approval to the Institution.

In the library building place is found for a number of small music rooms where the male students can study undisturbed. Next the library stands the printing office, in the basement story, in which room is found for the laundry. Now comes the Gymnasium, where the Swedish System has been in use for many years and has given complete satisfaction. The same holds true of the Sloyd System. From the Gymnasium, which is used by both sexes at different hours, we pass over to the buildings of the girls' department. And here it may be mentioned as a peculiarity for America, the Promised Land of mixed schools, that the

principle of absolute seclusion of the sexes from each other prevails, owing to the extreme undesirability of an attachment springing up between two blind persons. The girls are housed in two semi-detached villas, thus forming four families, each cared for by a house-mother. As in the boys' house, small sleeping rooms, to accommodate one or two pupils, take the place of the dormitory system. Beside the villas stands the school building containing all the necessary class-rooms and the oratory. Finally, we have the building devoted to sloyd and music. The girls' houses are connected with each other by underground passages, for convenience of communication in bad weather, while open air exercises, when the conditions are unfavorable, are provided for by covered passages or *loggie*. At the time of my visit the number of pupils was about 250.

The relatively large number of instructors at this Institution is explained by the fact that the pupils are chiefly taught in small groups, or even individually. The lavish expenditure thus necessitated is made possible by the magnificent donations and legacies which the Institution enjoys. And one may add, in passing, that such munificence in the cause of education is one of the glories of America. The natural consequence of such a method is, a thoroughness of individual treatment and an adaptation of methods to individual cases such as cannot be attained by the system of large classes. And this system works in two directions: not only do the more gifted pupils receive special direction and encouragement extending even to their preparation for a college course, but those whose brains are clouded, and who with us would be straightway sent to a special school, are patiently dealt with and given every chance before they are pronounced hopeless.

The especial place given to musical instruction deserves to be mentioned. Beginning from the tenderest years, a child who shows musical capabilities is put through a course of training which at last produces a finished artist. No less than fifty-seven pianos and a dozen organs are required for the work of the music school, besides the string- and wind-instruments needed to equip a fine orchestra. These details are not mentioned under the idea that anything similar to this great institution could be attempted

in our small country, but to show what can be accomplished under favorable circumstances; and they may stimulate us to some improvements at least upon our present methods. Perhaps the chief impression I brought away from this Institution was the thoroughgoing manner in which the State realized its duty to blind and other unfortunate children—a duty to which we are but yet half awake in Sweden.

The first beginnings of the Institution are connected with the name of Dr. Howe, whose eyes became opened to the needs of blind and insane children in Massachusetts, and of whose philanthropy it is the monument, as is also the school for insane children in Boston. He was also the pioneer in the training of blind-deaf children, his first effort in that direction being connected with the now famous name of Laura Bridgman, and for such children the Institution has always found a place. It was here that Helen Keller spent some of the happiest and most richly instructive years of her girlhood. There were four blind-deaf pupils, three girls and one boy, at the time of my visit. Two of these deserve special mention, Elizabeth Robin, whose father is a Swede, and Tom Stringer. Elizabeth Robin, a charming young girl of seventeen, gave one immediately the impression of marked intelligence. This was her eleventh year at the Institution, and she had already reached the highest course of instruction. She showed a special aptitude for mathematics, an unusual circumstance for deaf-mutes, who generally experience great difficulty with this subject, arising from the fact that, owing to their lack of language, they have difficulty in thinking abstractly. If this be the case with regard to the deaf-mute, how much greater must be the difficulties of him or her who is also blind? In "The Story of my Life," Helen Keller mentions the difficulty she experienced with mathematics.

Her teacher's intention was to set Elizabeth Robin to the study of a foreign language, most probably German, with the beginning of the next term, and she anticipated with pleasure the time when she would also be initiated into the mysteries of the Greek language. Some years previously she had mastered the difficulties of speech, and had altogether ceased to rely upon her fingers when communicating with others. But I must confess

that her articulation, in striking contrast to that of Helen Keller's, left much to be desired in point of distinctness, and her lessons in that subject might have been prolonged with advantage. Before leaving this interesting pupil, I must mention the wonderful degree in which she had freed herself from that dark cloud which necessarily enfolds a deaf-mute, and from whose murky folds so few succeed in freeing themselves. Helen Keller was a still more brilliant example of the same thing. One became at once conscious of this cloud when speaking to—one can say, at the very sight of—Tom Stringer, who was not gifted with such exceptional intelligence as Elizabeth Robin. He reminded me strikingly of one of my own pupils, Johan Nilsson, both as to the amount and the nature of the progress he had made during a similar period of time, eleven years. But although Tom Stringer did not stand so high as Elizabeth Robin, his progress had been normally good. He was still in the intermediate course, which comprised even such a subject as the theory of grammar. This subject seemed to me too abstract for the stage of linguistic development at which he had arrived.

I think there can be no doubt that the gratifying progress made by all these four deaf-blind pupils is explained largely by the fact that each of them had a special teacher, who was in every case a bright and intelligent young lady who had gone through a college course, and that special attention had been paid to instruction in Sloyd. And the remarkable thing is, that these young lady-teachers have had no special training in teaching the blind-deaf. This fact seems to me of utmost importance, opposed as it is to the principles and practice generally prevailing, and to my own preconceived ideas. The natural method had seemed to me to be this,—that blind-deaf children should be taught by teachers specially trained for the purpose, and should be kept by themselves or with deaf-mutes, and should not mix with those who were merely blind. Later experience in my own teaching, coupled with what I saw at the Perkins Institution, has altogether altered my opinion. An exclusive intercourse with deaf-mutes, or the blind-deaf, has a most depressing effect on the teacher, narrowing his range to that of the pupil, and not only retarding progress, but giving a final result much inferior to that

obtained by the other method of procedure. To make my meaning clearer, only think of the way in which we teach our children to speak. It is not by accommodating ourselves to the baby-utterance and baby-ideas, but by using a simple, every-day form of speech, that the desired result is reached.

The one aim of Dr. Anagnos' efforts is to reduce to the smallest possible limits all that is abnormal among his blind pupils, of which efforts the blind deaf-mutes have the advantage. Hence their training by such teachers as I have described, and this fact, among others, that they join with the blind pupils in the daily prayers and in the Sunday services, all that is said being transmitted to them by the manual alphabet. Of course a trained teacher is necessary for the teaching of articulation, but this is the single point where the method of the Institution agrees with that followed in Europe.

A few days after this I had the pleasure of a personal interview with Helen Keller. Her home is situated in the pretty little village of Wrentham, an hour's journey from Boston, whose beauty was enhanced by the glories of the American Indian summer. The house, a roomy, two-story villa, is beautifully situated in a large park, the whole property (together with all the furniture in the house) having been bought by national subscription and presented to her along with a yearly allowance of two thousand dollars, which sum on her death shall be used for the training of blind-deaf children. Public beneficence has also provided Tom Stringer with a yearly allowance of $700 on the completion of his studies, while a wealthy family has charged themselves with the care of Elizabeth Robin.

It can easily be understood with what feelings I approached the house and found myself at my journey's goal. Perhaps my chief feeling was one of dread. "Shall all the wonderful things I have read and heard about his girl prove to be realities, or shall I only find a fresh example of American exaggeration?" And I feared that I might not have a fair opportunity—by direct intercourse—of testing the truth or falsity of my doubts. But such doubts began to vanish from the first moment of my intercourse with the members of the little household; the first of whom happened to be Helen Keller's famous dog, N——. N—— received

me in the friendliest manner, and used all the resources of dog-nature to convince me that he cherished no *arrieres pensees.* Next came Miss Sullivan, to whom I frankly stated my difficulty of belief in all that I had heard about the attainments of her pupil. Miss Sullivan's answer was prompt and decisive: "I shall fetch Helen at once and you can judge for yourself." In a few moments the door opened and Helen Keller stood before me. Her whole appearance and bearing made upon me the immediate impression of a sweet and gentle nature, quite unspoiled by notoriety. This pleasant impression was deepened by her first greeting, uttered in a sweet musical voice,— "I am very glad to see you, because I know of your work among the blind-deaf."

After this auspicious beginning, Miss Sullivan left us to ourselves, and a most lively conversation ensued. It began by her questioning me as to my journey across the Atlantic, and from this we went on to talk of Swiss travel, the "Vierwaldstatter-See," Schiller, Goethe, Heine, Rome, and her art, Sweden and its climate, and so on. In all these subjects she displayed remarkable knowledge, and such a readiness of comprehension (and that in German, no less than in English) that she began to answer my questions when only half spelled out. By this time my doubts were completely removed and the conversation became, so to say, of a less critical nature from my side, and we proceeded to talk about my work at home, in which Helen Keller showed a lively interest. Tea now made its appearance, and with it Miss Sullivan. I now began to give the latter some idea of the wild stories in circulation about her pupil, such as that of the Professor who played on the piano some of the melodies that had been sung to the baby Helen by her mother, whereupon she recognized the melodies by placing her hands upon the sounding-board, and could recall the words attached to them.

Miss Sullivan gave me the real story as follows: The Professor in question had a pet theory as to reminiscence, which he wished to support by experiments upon Helen Keller. His plan was to repeat the words of the nursery rhymes, and then ask her, by the method of suggestion, whether they were not those of her childhood, thus securing an affirmative answer in each case. That she was able to discover the melodies themselves, was a

fairy tale of his own. I went on to tell Helen herself how she was believed in Sweden to be an accomplished *pianiste*, which provoked her to a hearty fit of laughter. Helen Keller now led the conversation back to the condition and prospects of the blind-deaf in Sweden. She was specially anxious to hear what openings there were for them on the completion of their training, and was greatly cast down to know how badly off they were in that respect. It was beautiful to see the keenness of her sympathy and her sense of oneness with her fellow-sufferers over the world. As to her own future prospects, she hoped to devote herself to authorship, and had already made an encouraging beginning with "The Story of my Life"[1] and "Optimism," besides several magazine articles.

I came away from my intercourse overpowered by the sense of the great things human love and skill can accomplish, and with the earnest hope that this beautiful and delicate plant, after a spring bright with promise, might not forthwith fall into decay, but give forth bloom and fragrance for many long years to come.

It was with no ordinary feelings of regret that I left the Perkins Institution, where I had been a guest during the ten days of my stay. I cannot speak highly enough of the kindness and consideration I received at the hands of Dr. Anagnos, who did all that lay in his power to make my visit both pleasant and profitable. Association with such a noble and devoted character as that of Dr. Anagnos was elevating and stimulating in the highest degree. It is his spirit which animates the Institution,

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[1]Note: He who hopes to get a correct impression from "The Story of my Life," according to the Swedish translation, will be woefully disappointed. Not only is the impression given by that production defective: it is positively misleading. By translating merely the first part of the original, without adding the "Supplementary Account," which explains in how far the "Story" is the independent work of Helen Keller, an impression is made of the brilliance of her attainments which border on the miraculous—attainments to which she herself would be the last to lay claim—and will inevitably lead the average mind to stamp the whole as humbug. Such a manner of treating a book reminds one more of the methods of a General Grocery Store than those of a long-established and respected publishing-house. He who would have a *true* and *complete* picture of Helen Keller's life story, along with the many interesting psychological problems therewith connected, must have recourse to the original.

and his will which pulses through every vein and artery of the great organization.

From Boston I steered a course for St. Louis. The nautical expression is used advisedly, for to travel in this vast country is to be reminded of a journey on the mighty deep. My route went by way of Buffalo, Niagara Falls, and Chicago; by leaving Boston on Saturday morning and traveling without a break, I reached St. Louis on Monday morning.

It does not say much for the sense of order on the part of those who had charge of the Exhibition arrangements that it was only after countless inquiries and much physical exertion—no slight matter with the thermometer standing at 32 degrees C. in the shade—I at last found my way to the Hall where the meetings of the International Conference on the Deaf and Dumb were to be held. Space prevents me from giving any detailed account of the deliberations of the Conference, which is the less necessary because of the (for us Swedes) gratifying fact that for many of the questions debated we have long since found a satisfactory answer. Instead of assuming the humble position of a learner, your representative found herself rather in the position of a teacher, required to expound the Swedish principles and Swedish methods—exclusive of the paper "On the Care and Instruction of the Blind-Deaf" which she had been asked to read, and which was listened to with the most gratifying attention. The only drawback of the Conference was, that no provision had been made for social intercourse and an informal interchange of ideas among the delegates. Perhaps my most interesting reminiscence of the Conference was the celebration of "Helen Keller Day," when the nation sent 400,000 of its representatives to do her honor.

From St. Louis I traveled down to St. Francis, a small town of 700 inhabitants, to spend ten days with a relative. While resting there I found opportunity to give two addresses on my work among the Blind-Deaf in Sweden.

Chicago was my next resting point, a word which in America can only be used in a figurative sense. I was led to retrace my steps to this center of all that is most typical of American life, in order to examine more closely an electrical apparatus,

called the "Acousticon," whose working (demonstrated by means of three deaf pupils) had made a very favorable impression upon me at St. Louis. This apparatus, which reminds one of an ordinary telephone, has been devised to assist as far as may be those whose organ of hearing is extremely defective or entirely wanting.

The day after my arrival I made my way to the "School for Young Deaf Children," founded and conducted by Miss McCowen, a middle-aged lady who possessed all the ardor and buoyancy of youth. As far as I am aware this school is the only one where the acousticon is in practical use, and the results have been gratifying in a high degree. Beginning with the loudest and harshest sounds, produced by horns and other brass instruments, the pupil is made aware that such a thing as sound is to be found in the world. From these sounds the pupil is led on to those produced by bells, tuning-forks, and, lastly, those of the piano. The pupil is then taught to distinguish sound-intervals —the difference in pitch between one sound and another,—the perception of time preceding and accompanying that of pitch. Of course I do not mean to say that every pupil can go so far: many can grasp the idea of time who are too deaf to distinguish tone-intervals; but in no single instance had the apparatus failed to convey the ideas of sound and of time. The final stage consists in accustoming the pupil to the sound of the human voice and the modulations of which it is capable.

Unlike all other kinds of instruments for assisting imperfect hearing, the acousticon employs the principle of electricity and is fitted to be of use to all who are afflicted with deafness. The pocket acousticon is a marvel of neatness, and one can use it without attracting the curiosity of others.

In this way the pupils acquire the power of speaking with the natural modulation, and this power is strengthened yet more by their learning how to produce the singing-voice. "Singing" lessons are regularly given, at one of which I had the pleasure of being present. What I heard could not be called a song in the ordinary sense: to teach singing is not the object. But I heard the pupils render simple melodies in perfect time, with good expression, and a remarkable grasp of the intervals—though in

no case could a child take the intervals truly. The singing-lesson clearly afforded the children immense pleasure, while exercising their vocal cords in a most useful way.

Miss McCowen attributed much of her success to the fact that she began training her pupils from a very tender age, many of them entering the school when only two years of age. The crown of that success consists, not in the fact that a more perfect articulation is secured by means of the acousticon, but in the sweet and naturally modulated tones in which the pupils can speak, on the completion of their course.

No signs of any kind are used in the pupils' training. They are treated from the first like children in the possession of all their faculties, and from the first are familiarized with lip-reading; from the first also, and throughout the whole course, the art of dancing is employed to quicken the sense of rhythm and teach graceful carriage of the body.

But no method is perfect altogether, and a captious critic might find opportunity to indulge his failing from the fact that, while the results in speech-modulations are marvelous, the pupils' progress in articulation is much slower than it is under our system, although the final result is very much better than with us, while the pupils from an early stage acquire a freedom in the handling of language quite unknown in Sweden. One cause of this no doubt is, that the ordinary school course in America lasts for twelve years, exclusive of the time spent in the Kindergarten, no child being allowed[1] to proceed with the regular school-course until seven, in exceptional cases six, years of age. This school of some thirty pupils by no means exhausts Miss McCowen's sphere of labor. Her school also serves to train teachers for deaf-mutes, and she has supervision of all deaf-mute instruction in the city of Chicago. This instruction is provided for in eleven of the Public Schools, where there were at the time of my visit 200 pupils distributed over 22 classes, each in charge of one teacher. The method is modeled on that of Miss McCowen's own school, with the important exceptions that the acousticon was not in use and that school books were employed at a much earlier age.

[1] In the State of Illinois. The age varies in different States.

After eleven interesting though very tiresome days in Chicago (it was usually necessary to spend a couple of hours in trains in order to cover the enormous distances in this oppressive city), I took the cars for Philadelphia to fulfil a promise made at St. Louis, where I had received showers of pressing invitations from Texas, Ohio, Washington, St. Paul, Milwaukee, and San Francisco. Of the Texas School I was able to form some idea from the two blind-deaf pupils sent from that Institution to the Conference at St. Louis; but to visit all was an impossibility. I accordingly chose Philadelphia, because its school had the reputation of being the best in the States, and because that city was in the line of my homeward route. My expectations were not disappointed: they were indeed exceeded in a manner almost overpowering. The work of the Institution is carried on in three groups of buildings, one for each department—primary, intermediate and advanced,—and each group consists of three large houses connected by corridors. Scattered over the spacious grounds were a gymnasium, engine-house, laundry, Sloyd-house, hospital, store-house, Superintendent's residence, and administration building. Accommodation was thus provided for 500 pupils and a large teaching-staff, but it was already proving insufficient. Plans were afoot to admit a still larger number to the benefits of the Institution. The method of instruction is, as much as may be, individual: each year's class is divided into six parallel classes, and the pupils are distributed so as to bring into one class those of a like age and a like development. Each department—primary, intermediate, and advanced—is put under a principal, who is responsible for the general result, each teacher being left free as to choice of method in reaching that result. Time and strength would not serve for the examination of 50 classes, so I determined to choose the highest, lowest, and middle classes.

Unlike Miss McCowen's school, where the pupils were introduced at once to living speech, the Philadelphia children were put through a number of exercises in articulation, a sort of drill in mouth-gymnastics, in which collocations of letters were used which had not the least connection with living speech, and these collocations were written on the phonetic principle, so that the

child was unprepared for the manner in which words are ordinarily spelled. In a word, these mouth-gymnastics were something hanging in the air, as it were, an end in themselves, having no living connection with the instruction which was to follow except for articulation. That instruction very soon took up lip-reading of simpler words and phrases which the pupils soon learned to understand, but were quite unable to repeat, still less to recognize when written. It seems to me that this method was not praised by the only too apparent apathy of the children—a striking contrast to those at Miss McCowen's,—which was not helped by the fact that the duration of each lesson was an hour and a half. No doubt the resulting articulation is equally good with that acquired under Miss McCowen's method, and the result is reached sooner, but one may doubt the wisdom of compelling the children to pass over such a stony track in order to reach the goal. The lip-reading in all the departments struck me as extremely good, the best proof of this being the manner in which pupils of the advanced department followed with ease an address I gave on Sweden and the Deaf there.

The chief impression of this snap-shot visit left on my mind was that this school lays perhaps too much stress on theory and mechanical exercises. While the pupils' theoretical equipment left nothing to be desired, their readiness in the practical use of language was not of an equal standard. I cannot close my account of this Institution without expressing my warm admiration of its perfect organization, in which every unit, however small, had its place, and the manner in which the whole was the expression of the will—and not merely will, but the loving and sympathetic solicitude—of one man, the Superintendent, Dr. Crouter. I was the better able to judge of this from the fact that, as at the Perkins Institution, I enjoyed the hospitality of the administration during my stay.

It will always be for me a matter of sincere regret that I was physically unable to devote more than five days to this magnificent Institution, and I trust that some fellow-countryman, with a much better bodily and mental equipment than I can lay claim to, may be able in the near future to give this Institution the exhaustive study it deserves.

With Philadelphia my record closes. It were to be wished that, for the sake of completeness, I had been able to report also on the school for the Deaf at Washington, since that school is representative of one of the three methods (the French) into which we may divide deaf-mute instruction over the world—the other two, the German and the American (as I think it should be called), being represented by the Philadelphia school and that of Miss McCowen's respectively. But perhaps a visit to Washington was rendered less necessary by the fact that I had been there on my previous visit to America, in 1886, and I had now learned that the methods then in use were still followed there without change. This fact relieves me from further consideration of it.

By my visits to Chicago and Philadelphia I had seen the best America has to show in the way of instructing the deaf; in Boston I had seen the highest she has reached in the training of the blind and of the blind-deaf, and thus had effected the main objects of my mission. That mission had also laid it upon me to inquire as to the methods of treating blind imbeciles. In the Perkins Institution at Boston such children receive careful individual treatment, which is persevered in so long as there is the smallest hope of success. Should all such efforts prove unavailing, the child is passed on to an asylum. Dr. Anagnos informed me that the same method was followed all over the States.

To give a closing "résumé" of my impressions would be to expand unduly a report already too long, and this is the less necessary seeing that I have given expression to them throughout, but I take leave to lay final stress on one fact that was continually brought home to me,—the fact that the superior results attained in America by teaching the blind-deaf were due, neither to an average superior capacity on the part of the pupils, nor to the methods pursued, but to the principle of allotting a separate teacher, highly cultivated, to each blind-deaf pupil,—not to speak of the countless ways in which loving care and forethought, backed by a princely liberality, provide the blind-deaf American child with the most joyous and the most fully developed life possible to it in this world.

Wenersborg, Sweden, June, 1905.

SOCIAL CLUBS FOR LIP-READERS: A SUGGESTION.

J. ERMOLOFF, NEW YORK, N. Y.

The necessity which men are under of getting along together and understanding one another stares at us all through life. Society is wholesome and indispensable: its benefits fire people into action they can rarely reach alone, and its deprivation is a calamity there is reason to lament. The patient phrase of the suffering poet Milton in his blindness, "They also serve who only stand and wait," is irrelevant in the face of many possibilities for self-improvement. Practical wisdom is revealed through labor, and through experiment only can we gain that knowledge that will enable us to throw open wide the window and look straight into life and the day.

Lip-reading is, in fact, more of an art than a science: its practice is therefore more important than its theory. The idea of forming clubs for the purpose of promoting this practice is timely; and doubly so, since, incidentally, it will tend to promote a social intercourse that will help much to drive away despair from many a sorrowing one and overcome the army of "blue devils" that is ever preying in our midst.

The difficulties of conversation with the every-day world are too hard to overcome without the necessary equipment of club-experience. Shyness in approaching persons is a defect that cries aloud for a remedy. Under the fostering influence of a common meeting-ground, in a place where we can lay aside all reserve and cast them to the winds, we may acquire a boldness and confidence that will serve us in good stead in our intercourse with the outside world.

Those who lag behind will gain sure incentive by the contact with those bright exponents of the art who take to lip-reading as ducks do to water.

Nor can we omit a matter which, though not directly bearing upon the subject of hearing with the eyes, is still of supreme indirect importance. The human countenance itself offers a world of possibilities in studying that inexhaustibly interesting subject, —humanity. The suppressed chuckle, the tender sigh, the emotions that depict the comedy and tragedy of life, omnipresent on its features, are no uncertain factor in adding an element of interest to the seemingly dry study of watching lip-movements. The experinced lip-reader knows that expressions reflected there are no mere accidental results, but the effects of causes operating from within. Once started in this habit of close observation, he cannot be in the same temper of mind as if he never thought of such a thing. A consciousness, hitherto unknown, enriches him with a new gleam of hope, and, at first vaguely, then definitely, he becomes an inhabitant of a mental climate wherein he may partake of pleasurable sensations which otherwise he surely would have missed.

The clubs will also serve a special definite purpose fraught with importance to most of us. Speaking in too loud a voice is a defect that we may do well to hearken unto and apply necessary steps to rectify. Evidently it arises from the irresistible impulse of trying to hear one's own voice. It is engendered by the want of harmony existing between the hearing and speaking mechanism.

No human quality is more attractive than a soft and well modulated tone of voice. The inability to hear oneself speak, trying though it be, does not render impossible the idea and luxury of hearing oneself think. The thought and volition that is behind an utterance, the possession of that fine sensibility and intuition of spirit that prompts a speech so low and tuneful, will bring a harvest of sympathy when least expected.

There is no braver attitude of mind than that fortitude of spirit that holds its head aloft amidst trying conditions. Solitude may help to nurture that attitude, but human intercourse none the less, too, is indispensable.

Precisely in the club, the habit of voiceless speech may become ingrained, drilled, and taught thoroughly to abide in us. There can we fill to the brim the cup of joy experinced in solving

subtle moving lips into intelligent speech. It is a pathway which leads to the annihilation of that morose self-consciousness which is so apt to sadden our lives, and with co-operation, the union of minds and hearts, all working for each, and each working for all, we may hasten a sadly needed amelioration of our lot.

THE CASE OF A BACKWARD PUPIL.

BY A TEACHER.

Among Oral teachers of the Deaf we often hear the expression, "Well, for those not very bright, I believe the Manual m thod is best to awaken the mind." I do not say but that is, and, perhaps, many cases may be presented to prove it, but I know of one case of an extremely backward boy whose mind was awakened and led on to the acquisition of considerable knowledge by the Oral method.

When I first saw him he was entering his sixteenth year of age, small for his age and not very strong, but fairly healthy. His home is one of moderate wealth and refinement; his parents were interested in his welfare, but strange to relate, he could give no answer to questions however simple. To ask, "What is your name?" by speech, writing, manual spelling, or signs, would elicit only a look of wearied interest, but no reply; and so with all questions. About this time his parents employed an Oral teacher to reside in his home and devote all her time to him. For several weeks it seemed as if he had no interest in life. At last she disovered that he had wanted to work with carpenter's tools, but had not been allowed to do so for fear he would hurt himself. She immediately provided him with hammer and nails, saw, and plane. This was the key. It fitted the lock exactly. Now there was something he was willing, yes, anxious, to talk about. The words naming the tools were soon learned, and in a short time he responded to the commands: "Give me the saw," "Take the hammer," "Drive the nail into the board," and so on, and through the usual round of statement, questions, and answer, until he understood questions addressed to him by any one and could respond intelligibly in speech and correctly and rapidly in

writing. His articulation is not good, but his voice is not unpleasant.

Learning to count was almost too hard, but here perseverance on the teacher's part was at last met by perseverance on the pupil's, and the toilsome march up this mountain was accomplished, and addition, subtraction, multiplication, and division were met with brave spirit and conquered.

Now he amuses himself by originating little problems and solving them. He has some knowledge of geography and history and of natural science. In short, he has made acquaintance with the world he lives in, has reverance for its Maker and Ruler, and is happy and content in an intelligent way.

THE SIGN-LANGUAGE IN AMERICAN SCHOOLS.

OLOF HANSON, SEATTLE, WASHINGTON.

The following statistics, showing the number of pupils in schools which do, and which do not, recognize and use the sign-language, have been compiled from the Annals for January, 1906, in the same manner as in former years.

In the Annals the various schools are recorded according to methods of instruction used as Combined, Oral, Manual, Manual Alphabet, and Oral-Manual Alphabet. The Combined System schools employ all methods that have been found advantageous in educating the deaf, many of the pupils being taught entirely by speech in the class room. But it is generally understood that all or nearly all the schools reported in the Annals as Combined recognize and use the sign-language for chapel services, public addresses, lectures, etc., although in many of them it is restricted or even excluded from the class room. The Manual schools are similar to the Combined except that for lack of means or other untoward circumstances, they are unable to give instruction in speech. Manual Alphabet schools use the manual alphabet but reject the sign-language in and out of the class room. Those recorded as Oral schools are supposed to exclude both the sign-language and the manual alphabet, although in point of fact this is not strictly the case in some of

:::em. Those classed as Oral-Manual Alphabet are understood · use the Oral and Manual Alphabet methods in separate departments and to exclude the sign-language. The Pennsylvania Institution at Mt. Airy is the only school in the United States at present in this class.

Tabular statement of sign-language in American schools for the deaf from 1900 to 1905 inclusive:

Dates.	1 Sign Language used.		2 Manual Alphabet but no sign language.		3 No sign language. No Manual Alphabet.		Totals.	
	Pupils	P't'ge	Pupils	P't'ge	Pupils	P't'ge	Pupils	P't'ge
1900, Nov. 10..	8645	81.5%	196	1.9%	1767	16.6%	10,608	100.%
1901, Nov. 10..	8957	81.3%	211	1.9%	1850	16.8%	11,028	100.%
1902, Nov. 10..	8839	80.7%	209	1.8%	1904	17.5%	10,952	100.%
1903, Nov. 10..	9048	80.6%	210	1.9%	1967	17.5%	11,225	100.%
1904, Nov. 10..	9066	80.1%	208	1.8%	2042	18.1%	11,316	100.%
1905, Nov. 10..	8983	79.2%	216	1.9%	2145	18.9%	11,344	100.%

CONTEMPORARY THOUGHT.

THE DEAF CHILD AND ITS EDUCATION.

What is the deaf, as to his innermost being? The ancients have only partly lifted the veil of the mystery, and the physicians and educators of the present time have not advanced much further, in spite of our progress in psychology and psychiatry. The wise man has not yet been found who could give us a clear idea of the inner life of the deaf in all its parts, and who is able to settle definitely the many and constantly arising questions relative to the method of instruction. But the difficulty of the task shall not discourage us to fathom step by step the inner being of the deaf, and to gain a firm basis for the method of instruction. The results of studies regarding the mental life of children and other sciences must be our guides on this path. In our own interest and that of the deaf children entrusted to our care, we should never rest on our forward march; for here more than in other fields of human endeavor there is danger in making a halt. No matter whether in our educational journals there is a good deal of repetition; this constant repetition, this constant discussion of the same questions, will impress us with the importance of the task; even if an article contains only an apparently insignificant hint, this hint if properly followed up at the right moment may become the grain of mustard seed from which a strong tree may spring forth. During the two years which our German teachers spend in preparing themselves for their calling, all that can be done is to give to a young man an outline sketch of the nature of deafness. The work of the teacher then fills out this sketch, reveals the low mental condition of the pupils and the chasms, difficult to bridge over, between teachers and pupils.

Public opinion in Germany has of late years become more and more favorable to the cause of the deaf. This has in part been brought about by the public instruction in our institutions for the deaf, and by the many really wonderful achievements by the deaf in the fields of industry, literature, and art. But, in spite of all this, the deaf child has not yet found the place in

society which belongs to it. It therefore becomes our duty as teachers, a duty which should never rest, to enlighten the public at large as to the real character of deafness. This is not so easy as might appear at first sight. Our daily papers but rarely accept articles on this subject, deeming them of little interest for the majority of their readers. Our institutions, though not separated from the world by Chinese walls, in spite of their pleasant surroundings, attract comparatively few visitors. Most visitors expect to witness all sorts of strange experiments with the deaf; they take some little interest in what is shown to them in the articulation classes, but appear relieved when they have quickly passed through the other classes. We frequently hear remarks like this: "No doubt you meet with many difficulties," and questions like the following: "How in the world do you manage this?" or, "Could not all this be done by signs?" The visitors then certainly expect to be shown some entertaining mimics. But when they receive the, in most cases, unexpected reply, that the deaf must learn to speak as we do, the interest of the visitors seems to flag and, in order not to be impolite, you have to change the subject.

But there are, nevertheless, ways and means to warm the hearts of the great public for the cause of the deaf. There should be popular lectures describing deafness, its character, and its consequences. The sympathy of the higher educated should be awakened by carefully prepared lectures of a more scientific character; clergymen and church authorities should have their attention constantly directed to the cause of our deaf; every public celebration in an institution should be made an occasion to enlarge the interest in our work. We have seen an instance on the 27th of September, 1904, when the new home for the deaf at Stettin was dedicated in the presence of a large concourse of people from all classes of society. A seed was sown here which fell on fruitful ground, and which will in time to come no doubt bear rich fruit.

The deaf possess the same human excellences and the same human defects as hearing persons. Only in one respect they differ from the latter: they lack the sense of hearing. In these or similar terms most of our writers on the subject have expressed themselves when endeavoring to briefly characterize the deaf. And these words are true; but it is certainly necessary that the latter part of the axiom, viz., "They lack the sense of hearing," should be grasped in its full significance. The mere educator, the man of the people, the student, and even the medical man, cannot fathom to its full extent the far reaching influence of the lack of hearing. This only the teacher of the deaf

can understand who day after day has an opportunity to see and watch the misery of the deaf in all its bearings.

Although it is really self-evident, the phrase, "They lack the sense of hearing," should be supplemented by the following: "one of the main sources of all our knowledge." Whenever a main source of our mental development is lacking, the mental capacity of a person deaf from birth must inevitably be inferior to that of the hearing person. Even the very imperfect logic of an ordinary child recognizes this, and does not see in the deaf an equal comrade.

The deaf child is, mentally, normally endowed. Why should this not be the case, unless some disease which in earliest youth deprived a child of the sense of hearing, has also exercised a destructive influence on the brain. In that case we have before us a child which, in addition to its deafness, is afflicted with some mental defect. The development of the four remaining senses progresses rapidly; but the lack of hearing does not permit the mind to develop in all directions. As soon as, in instructing, we are obliged to subject the mental capacities of our pupils to a closer examination, we find one gap after the other; and if never before, we then become conscious of the enormous part of our mental development which we owe to the sense of hearing. We will notice this particularly when we draw a comparison between an uneducated but normally endowed child, and an uneducated deaf child. The deaf child knows only what it has acquired by its four remaining senses. What the parents have taught the child, perhaps by means of very imperfect gestures and mimics, is very insignificant. Into the mind of the deaf child the pictures of the real world enter very gradually, whilst in the mind of the normally endowed child the abstract ideas soon accumulate.

The mentally fully endowed child seeks information with its mother, whenever it sees anything new which it does not understand. Frequently, the words of the mother are sufficient for it. It has no desire to enter further into the matter, especially when the mother has forbidden it. The deaf child has the same thirst for knowledge. But no one tells him anything concerning the matters which awaken his interest. He, therefore, often exhibits an obtrusive inquisitiveness. The question whether deaf children are heartless, must be answered in the negative. The smile dies on their lips, when a funeral procession passes by; even the smallest children show genuine pleasure when, after a long absence, they again behold the face of their dearly beloved mother; the older pupils will mutter "cruel, bad man" when they see a drunken man maltreat his lean horse; but a real depth of heart they do not possess. To them the heart-rending wailing of a

tortured person is a sealed book. Only what is received by the ear, through sounds, can truly influence the heart. As long as a child takes a corporal punishment without cries, the sight of such a punishment does not particularly affect us; but we start in horror as soon as cries and wailings strike our ear. Deaf pupils will, therefore, as a rule, look on with perfect indifference when one of their number has to undergo some severe bodily punishment.

There is naturally much in our calling as teachers of the deaf that is discouraging. When in the morning we enter the courtyard of the institution, we are not greeted by the merry prattle of children, but by mimics and rough sounds. But why should we lose courage? Let us with constantly renewed zeal enter deeper and deeper into the mental life of our pupils. We shall find plenty of interesting labor, a labor which has in itself its own reward. Is it not interesting to dissect language into its smallest particles, and to impart it gradually to a human being to whom nature has denied it? Or is it not a glorious thing to rouse the mind from its slumbers and teach it to engage in creative work?

The child's mind which, up to the time of schooling, has been isolated will meet with confidence any one who receives it affectionately. Our first and foremost endeavor should, therefore, be to gain the confidence of our pupils. This will not always be an easy task. Most of our pupils have, till they came to school, lived in utter loneliness. They have been accustomed to act on the spur of the moment, they have often broken the bonds which were intended to prevent their disobedience. Never hearing an explanatory word, they received the punishment which some one of the family inflicted, without comprehension and in a spirit of fear and anger. The consequence is that they watch the doings of others with distrust. In the beginning they look with unfeigned distrust upon the teacher when he begins his —to them entirely incomprehensible—experiments with them. The teacher should not hesitate to descend to the level of his pupils, to draw them to him, and familiarize himself with all their peculiarities. The play of the first days must gradually be succeeded by the willing submission to the rules of the school. The first feeling of bitterness connected with the idea of "you must do so and so" will thus soon disappear; and as soon as the subject matter of instruction begins to awaken the interest of the pupils, trusting obedience will take its place. In this, however, only that teacher of the deaf will succeed who by his entire personality becomes a model for the pupils to follow, who also during the hours of instruction knows how to strike all the chords whose sounds can touch the young orphaned heart.

Good speech should always be cultivated; but the e . . tion of the heart should not be neglected; for what in aft . . the lips may not be able to accomplish by speech, the firmly developed character will reach by its steady efforts. The road which, during the short years of schooling, we have to tread with our pupils, is often bad and rough. Therefore, during the first years a halt should be made here and there. Here the root of wilfulness should be cut out, there the rank growth of boldness should be weeded out; in another place modesty should be made to take the place of undue pride. Occasions to do this will present themselves frequently during instruction, and a teacher who proceeds without haste, and without following the course of instruction in a servile manner, will not have to search long for such opportunities. The small number of pupils in a class makes individual treatment, in the fullest sense of the word, possible; and, what is particularly necessary for a successful education, to learn to know the history of each pupil.

After schooling is ended, the deaf man or woman is to become a useful member of human society; but any one who has to live with men and among men, must be able to judge correctly men and things of this world. Otherwise he easily becomes the prey of temptations and malicious intrigues, and finally becomes a moral wreck. Our pupils must, therefore, learn in time how much hearing persons are ahead of them in many respects, how unevenly fortune and possessions are scattered in this world, and what remuneration is the reward of this or that labor. Then they will contentedly and cautiously tread their path through life.

A healthy person steps along lively, but a sick person goes slowly, often rests by the wayside, and occasionally takes some invigorating food. Let us give to our pupils, during instruction, the necessary rest. Writing should, after severe oral instruction, afford some change and rest; short pauses between a question and the call on one of the pupils to answer it, are necessary so the child may grasp the question and formulate a correct answer. Let our pupils enjoy to the fullest extent the intermissions devoted to recreation! Let us quickly order out of the class-room any pupil who, with too great zeal, quickly runs over his lesson for the next recitation, or one who endeavors to make up for his laziness at home by quickly going over the lesson which was intended as a study at home. With the stroke of the hour the teacher should close his class instruction, and after the intermission punctually resume instruction. Aids and sources of gaining new strength for our deaf pupils are, amongst the rest, perfect external arrangements, suitable and attractive text books and

aids to instruction, excursions, short journeys, games, etc. For our poor deaf pupils the best can hardly be too good. Much can be done for furthering the good cause, by associations of teachers of the deaf, which—we are happy to say—have spring up of recent years in all parts of Germany, and which in many ways have done a great deal of good.—[E. Lamprecht, Köslin, Prussia, in Blätter für Taubstummenbildung.]

THE INFLUENCE OF SPEECH ON EDUCATION AND THE FORMATION OF CHARACTER.

To teach the deaf child to speak is the first aim of the school for the deaf. The term "first," however, does not mean that the teaching of speech is the most important aim during the entire period of schooling. It is the most necessary foundation and condition for a rational "education." And education is after all the main object of all teaching. Speech alone is a drill which even a Kindergarten teacher can teach mechanically, and no pedagogue is needed for this. But the school for the deaf has a higher aim: it must *educate* the child, and form its character. The deaf, likewise, must understand and fill his place in human society, must recognize and fulfil his duties to society, must perfect his personality within the guiding lines of moral law, lay the foundation of and further the happiness of himself and others. The *art of teaching* cannot always produce in the deaf satisfactory results, but *education* can do this. By education a child which intellectually is but little promising can be transformed into an orderly, diligent, skilled mechanic, whose life is happy and useful to the community.

Thousands of the deaf show that even a person with limited knowledge can fill a useful position in life. Even those possessed of little ability are educated to a certain labor. If, in a certain sense, every man is the slave of his labor, the uneducated deaf will be it in a still more pronounced manner. Without speech he cannot understand the complex formation of human society, without speech he feels himself a slave of this society, not as a necessary part of the same; only by instruction in speech the possibility of enlightenment and moral instruction is offered. He who gives speech to the deaf, educates him for labor. But, as has been said before, the mere mechanical instruction in speech will not accomplish this. But too often the teaching of speech to the deaf degenerates to a drill for public exhibition. It is a well known fact that those features of instruction in speech peculiar to the school for the deaf, such as lip-reading, etc., are used to cover up a lack of true knowledge. There has, however, been an improvement in this respect, of late years: the school has learned to understand more fully its true object, and cultivates instruction in speech only as a means to reach a certain end. And that end

is to sharpen the reasoning power, to grasp the meaning of words, build up a true religious sentiment, to edcuate the child to become a morally free and self-determining agent. What influence, then,—may well be asked—do the technical accomplishments of speech and lip-reading exercise on the character of the deaf?

The fact that the deaf by learning to speak sees himself raised up to the dignity of other men, that the intercourse between teacher and pupil is accelerated and ennobled by the instruction from mouth to eye, that by oral teaching a large number of deaf are sufficiently advanced to converse with and make themselves understood by their immediate surroundings, in short, that the deaf realize the high privilege of becoming valued members of the human family—this alone is worth all the trouble and labor of instruction in speech. These motives will spur on and inspire every teacher and educator to perseveringly continue the often apparently vain labor of teaching the deaf to speak, and to constantly be on the look-out for new ways and means to facilitate the difficult task.

It is often asked why do the deaf who have learned to speak, so often use the sign language? which is an undeniable fact. It is simply owing to the law governing nearly all human activity, viz., to accomplish all work in the easiest and shortest way. For, to take in spoken words with the eye is an exertion; to clothe your thoughts in words requires an effort. The deaf would just as lief use words as signs, if he did not find it more difficult to pronounce words, if the person to whom he speaks would understand him without the necessity of repetition, if his pronunciation were so distinct that a misunderstanding would be impossible. To repeat one's words, perhaps more than once, is an exertion and has a depressing effect. Sufficient reason is this for every teacher of the deaf to insist on a clear and distinct pronunciation. Such a pronunciation is not only of practical value for the school and for life, but on it depends the success of those efforts by which the deaf works his way into the society of hearing persons; on it depends the ennobling influence which society exercises on the deaf in whose intercourse society takes pleasure because he can easily be understood. Instruction in speech contains so much that is utterly lacking in instruction by signs or by writing. The very instruction in speech is a most suitable field for the educating activity of the teacher, because it offers an opportunity for closer personal contact, and for a contest of emulation between the pupil and the teacher; whilst the sign-language has this disadvantage, that the child is almost invariably ahead of the teacher, and during a large part of the schooling he is the teacher of the teacher.

All children are shy, deaf children to an eminent degree. Imparting instruction in speech without coming in close personal contact, is impossible. This creates on the part of the teacher a deeper interest in his pupil; something of a mother's love and care grows up in his heart. The child is brought nearer to the teacher; it becomes confiding, friendly,

happy at its own accomplishment, proud of the recognition of its feeble efforts; it takes pleasure in speaking and in making progress in this line. Only one thing the teacher should keep in mind: no undue haste during the first period of instruction in speech; only one thing the Director of the school should never lose sight of: there should be no effort for merely making a show to outsiders.

As soon as the child begins to apply the speech which it has acquired, which is caused by the various occurrences of every-day life and by intercourse with speaking persons, the peculiar characteristics of the deaf begin to disappear gradually, and render him more and more like a person possessed of all his senses; the wall of separation has fallen; the deaf child becomes sociable, takes part in the glad child-life in the house and on the street, comes in closer contact with his surroundings, and loses peculiarities which were a consequence of his isolation. Thereby the feeling of not being the equal of other persons gradually disappears, which often develops into hatred of his surroundings. The child gradually learns to have confidence in its own ability, and to have a consciousness of his own value. What the deaf *can* do determines his personal worth; what he *wants* to do, but cannot do, impedes the development of his personality. Only the use of speech, without hesitation or wavering, allows him to occupy a position among hearing persons. Wherever this ability is lacking, he is forever consigned to the society of his companions in adversity. The sign-language becomes again his last and only resort: society loses all influence over him, and the spoken word becomes an empty shadow; the deaf again becomes a deaf-mute.

One child has learned to speak distinctly, but possesses little practice in speaking: let the teacher exercise him in speaking! Another child has acquired a great deal of speech, which renders intercourse with him easy, but he lacks a distinct pronunciation: let the teacher cultivate distinct speech and develop it as far as possible. The consciousness of possessing a gift acts ennoblingly on a man. A third child combines, with the two gifts mentioned, the art of lip-reading to an eminent degree. The deaf who possesses all these three gifts, viz., easy speech, distinct speech, ready lip-reading, may be considered perfect. But if he possesses only one of these gifts, that one should be carefully cultivated.—[Blatter für Taubstummenbildung.]

THE HYGIENE OF INSTRUCTION IN ARTICULATION.

Experience has shown that no small percentage of the deaf die prematurely, and at the best time of life, of diseases of the lungs; and that here and there teachers of the deaf are at an early age laid in the grave by the terrible scourge of tuberculosis. In view of these sad facts, the question arises: "Is the instruction of the deaf of such a wearing character

as to endanger the organs of respiration? This question cannot be answered by a simple "Yes" or "No," as a great many different circumstances will have to be taken into consideration. But this is certain, that this instruction demands the greatest caution. It is assumed of course as essential that instruction in articulation be imparted only by an experienced teacher of the deaf, so that there is no danger to the lungs caused by lack of insight on the part of the teacher into his difficult work which requires calmness, patience, perseverance, devotion, inventive talent, ready wit, and bodily health. But even the best instruction in articulation, answering all the above mentioned requirements, will act beneficially on the lungs of the pupil only if the pupil and his organs of respiration are perfectly sound. It would be a great advantage if weak deaf children not yet of school age could be placed in some institution, where the sole aim would be to strengthen them physically, to remedy as far as possible the bodily ills inherited from the parents, or caused by lack of strengthening food, neglect, and unhealthy surroundings. But as long as we do not have such institutions, which might be established at a very small expense, it will be absolutely necessary that all children before being admitted to an institution for the deaf should undergo a most searching examination by a competent physician. Children found too weak for practising articulation should be returned to their parents, with the request to give them careful treatment for about a year. Deaf children of very poor parents, as well as scrofulous or rachitic children, should, before admission to the school, be placed in some sanitarium, such as are maintained by the government in Austria and some other countries. In addition, the following rules should be strictly observed: Children afflicted with tuberculosis should be absolutely excluded from admission to an institution for the deaf. Only such persons should be appointed as teachers or assistants as have been thoroughly examined and found to be healthy. As regards the *room* where instruction in articulation is to be given, the following should be observed: The room must be very light, high, well ventilated, and dry. Great attention is to be given to the heating arrangement. The floor must be of such a character as to reduce the development of dust to the minimum; there must be suitable and sanitary lavatories, hygienic spittoons, and chairs and desks perfectly adapted to the size of the pupils. As regards the *instruction* itself, the following should be observed: Painstaking cleanliness of the hands and mouth, both of pupils and teachers, is absolutely essential. The greatest care must be exercised in the use of the spatula and the mirror, so as not to transmit germs of disease. If during articulation exercises infinitesimal particles of saliva, fly—as will often happen—in the face or the mouth of the pupil or teacher, careful washing or rinsing should at once restore clean conditions.

In speaking into the ear of pupils who hear vowels, great caution should be exercised, as it has been scientifically proved that the ear-wax of persons afflicted with tuberculosis contains bacilli of tuberculosis. The exercises with each pupil should not be extended over too long and continuous a period; and short pauses for rest should be introduced. Pupils who suffer from catarrh of the throat should not be exercised too long at a time. And if the teacher himself suffers from catarrh, he should, in the interest of his pupils, discontinue instruction for a time. In slight affections of the throat, the danger of transmission should be lessened by gargling with a solution of salt, or water to which a few drops of alcohol have been added. The teacher should also, especially at times when epidemics prevail, when returning to his family, thoroughly clean his throat and mouth.—[Medizinisch-padagogische Monatschrift für die gesammte Sprachheilkunde.]

SIGNIFICANCE AND OBJECT OF INSTRUCTION IN NATURAL HISTORY IN SCHOOLS FOR THE DEAF.

"Let instruction in speech pervade all instruction!" This golden axiom which applies to the entire instruction of the deaf must also, to its fullest extent, govern instruction in Natural History. Experience teaches us, and the nature of the deaf fully proves it, that everything pertaining to natural history, is of lasting interest to deaf children. It is a well known fact that all children, especially very young children—which the deaf resemble often far beyond the years of childhood—manifest their interest in nature, in the first place, by observing and talking about animals. The deaf child, whose main means of observation is the eye, does not fail to notice the slightest changes in the external appearance of his fellow beings human or animal. It is a fact that the deaf must be constantly observing and viewing; that he is compelled to do it owing to the lack of hearing; that he becomes accustomed to it, and does it willingly and easily. All that is needed is to properly guide this natural tendency. By connecting such observations as awaken a lively and permanent interest in the children, with simple forms of speech, a certain readiness of speech will be quickest reached in our pupils. In instruction in natural history the serious defect in instruction in speech will be avoided which the venerable Director of the Schleswig Institution for the deaf, Mr. Engelke, characterized by the somewhat paradoxical saying, "Where there is speech, there is no life; and where there is life, there is no speech." In instruction in natural history there is both: life, because there is a lively interest, *and* speech. But instruction in natural history has still another aim: the thoughtful observation of nature, where the child sees the buds of plants, shrubs, and trees swell in spring, and finally burst forth in glorious, many colored, and fragrant blossoms, to fall and die again in autumn; where he watches the clouds as they sail across the sky, the birds of passage as they came to us in the spring from the Southern climes and leave us again in the approach of winter, the beetles and butterflies in their interesting life; where he observes the manifold forms of the mineral world, their regular formation as crystals and their brilliant effects of light and color: all this, we maintain, will, in part at least, recompense the deaf for that enjoyment of nature which is denied to him owing to the lack of hearing. By educating the child to take pleasure in observing the life in nature with its constant changes, an aesthetic feeling is awakened in the deaf child which favorably influences the formation of its character. Self activity will strengthen the effect of such observations. The children should, therefore, wherever practicable, assist in the care of flower and vegetable gardens, in preventing cruelty to animals, in feeding the birds during severe winter weather, etc.

Whatever in the life of nature is open to the observation of the child mind, and whatever has actually been observed by the child, should, under the guidance of the teacher, be noted down on Tables which should be supplemented and enlargened from year to year. These observations and the corresponding notes should relate to animals, their mode of life, their food, their habitation, etc.; to plants, the time of their budding, blooming, bearing fruit, etc.; to minerals, the places where they are found, their frequency, their use in the household, in agriculture and industry. Special attention should be given to the fundamental instruction in natural history, i. e., the observation of the shape and looks of the various natural bodies, the mode of life of animals, and similar sub-

jects should not be treated too cursorily. This does not mean that the instruction of the deaf should lay weight exclusively on the mere observations gained through the eye, but it should also dwell on cause and effect, the mutual relations of the natural bodies, e. g., that the swallows first make their appearance when the mild air of spring calls to life the insects which form their principal food; that the silkworm can only be found and cultivated in a climate where the mulberry tree thrives; why the hair or the feathers of certain animals and birds assumes the color of the soil on which they live; why the cat has long hairs at its mouth, etc. All this the deaf pupil will learn through the live word of the teacher; in a much more difficult way, or not at all, through the dead letters of a text book. After the pupil has gained his knowledge by actual observation, it will be possible for him to grasp more thoroughly the contents of the book, and he will gladly revert to it, to see his own observations corroborated and put in proper shape and order. As regards the nature of man, the anatomical instruction should only be considered in so far as it is absolutely necessary for the understanding and explanation of the far more important instruction in physiology; great attention should be given to everything concerning hygiene.—[Blatter für Taubstummenbildung.]

CENTENNIAL OF THE PROVINCIAL INSTITUTION FOR THE DEAF AT SCHLESWIG.

On the 8th of November, 1805, King Christian VII. of Denmark, to whose Kingdom the Duchy of Schleswig then belonged (annexed by Prussia in 1866), issued the memorable decree making the scope of the Schleswig Institution for the Deaf (which had been founded in 1799) more general. The decree contained the provision that all poor children of the Duchy who may be deaf shall, after having completed their seventh year, be taken to this institution and be instructed and educated at Government expense. When leaving the institution, after having finished the course, their way through life was rendered easier by the grant of a considerable premium to such tradesmen who would take them in their workshop or counting house as apprentices, and by various other concessions. The Schleswig Institution, therefore, dates its real existence from the 8th of November, 1806. In this connection some mention should be made of the remarkable man who must really be considered the founder of the institution, Georg Wilhelm Pfingsten, born in 1746, in Kiel. In his early youth he was thrown much in contact with two deaf children of a neighboring family; and this circumstance became decisive in shaping his course through after life. He played with these children, showed them pictures, and in this way became an expert in the sign-language. When he became of age, he went traveling as was the custom of all young tradesmen or mechanics; and wherever he met deaf persons, he associated with them, and gained much experience regarding the character and treatment of the deaf. In St. Petersburg he lived for some time as a musician, and during one of his first wanderings through the great city, with whose language he was utterly unacquainted, met with a deaf man, to whom he made himself understood by the sign-language and who became his friend and guide in the strange city. After many vicissitudes he settled down at Lübeck as musician and hair dresser, and was

eminently successful in teaching four deaf children during his leisure hours; so much so that in 1791 he received an appointment as organist and teacher at Hamberg, where he gathered nine deaf children, of whom he advanced five so far that they could pass a satisfactory examination in religion and be confirmed in the State (the Lutheran) church. His eminent success attracted the attention of some high government officials, and he was appointed Director of the Provincial Institution for the Deaf, first located at Kiel and then transferred to Schleswig. Pfingsten died in 1826, but his work was established on a firm basis; the Government increased its annual appropriation from time to time; the institution received several legacies, and was thus enabled to make a number of improvements. In 1810 a shop for turning was started, in 1812 a weaving shop, in 1818 a printing office, and later tailors' and shoemakers' shops. The female pupils were offered an opportunity to learn sewing, spinning, washing and weaving, and housekeeping. The Institution at its centennial could look back with pride on the last hundred years, and look forward to the future with well founded hope and confidence. On the 1st of April the institution numbered 129 pupils with one director and fourteen teachers.—[Organ der Taubstummen-Anstalten in Deutschland.]

OPENING OF THE NEW DISTRICT INSTITUTION FOR THE DEAF AT NURNBERG, BAVARIA.

On the first of September, 1905, the new Institution for the Deaf at Nürnberg was dedicated with imposing ceremonies, in the presence of a large number of prominent persons. The city of Nürnberg had donated the ground; and 650,000 mark (about $150,000) had been appropriated for the building. Besides the building, there was enough space for a spacious courtyard, a front garden, and a large back garden. The substructure is of sandstone, and the building itself of brick. The basement contains the kitchen, store rooms, etc., the first story—10 recitation rooms, gymnasium, diningroom, and the private dwelling of the Director; the second story—dwelling rooms, and rooms for study and work; and the third story—the dormitories. All the staircases are constructed of granite, and the floors are covered with linoleum. The building is heated by steam, and lighted by four electric arclights and 440 electric lamps. All the rooms contain stationary washstands. A standard clock regulates the bells in the halls. The Chapel just above the dining room is of surpassing beauty. The well known deaf artist, Paul Retter, has promised to paint a large picture for the altar. The building committee managed things so economically that 40,000 mark were saved out of the amount appropriated. Suitable arrangements are provided in the building, not only for the separation of the sexes, but also for a separation of the absolutely deaf pupils from those possessing remnants of hearing. That there was need of an institution of the kind will appear from the latest statistics (1899) of the Bavarian Province of Middle Franconia (815,895 inhabitants) of which Nürnberg is the capital: number of deaf in the Province, 525; deaf up to the age of 14, 158; of this number 102 were in institutions for the deaf. The new institution will, therefore, meet a longfelt want.—[Organ der Taubstummen-Anstalten in Deutschland.]

THE AGRICULTURAL SCHOOL FOR THE DEAF AT FREBERG, NEAR SANDEFJORD, NORWAY.

We gather the following data from the Report of this school for the period 1903-1905: The school was started on the 15th of April, 1903, with 7 pupils. One soon left, thus reducing the number of pupils to 6. Of these 5 received their education at the expense of their respective Districts, and one was a pay pupil. Nearly all the districts of Norway have been very liberal, and thus the school has secured an annual income of 850 kroner ($226.80) for five years. This sum may appear very small to our ideas, but it should be remembered that especially in the country districts of Norway money goes much further than it would here. The attendance at the school has not been as good as would seem desirable. The director thinks that the reason for this is the circumstance that the pay pupils consider the monthly charge of 25 kroner ($6.70) for board and tuition too high. The director has therefore applied to the Ministry of Public Instruction for an annual appropriation of 2000 kroner. For the present year, however, the Ministry has refused to make this appropriation. The course of instruction (both theoretical and practical) embraces: agriculture, the treatment of domestic animals, horticulture, the selection of feed, hygiene, surveying. arithmetic, penmanship, and the Norwegian language. From the middle of October till the middle of April there were 3 hours' instruction every weekday. Instruction was given by the director and a skilled gardener. The final examination took place in April, and was passed successfully by all the pupils. It is to be hoped that the energetic and very able Director, Mr. Bayeseu, will eventually overcome all the financial and other difficulties by which the school has been hampered, and establish it on a firm basis. For though the results have been so far comparatively small, they have been all that could be desired; and the school has turned out pupils fully equipped to make their way in life as successful farmers.—[Nordisk Tidskrift for Dofstumskolan].

BOOKS, PERIODICALS, AND REPORTS.

REPORTS ON A VISIT to some Continental Schools for the Deaf. 1904-5. W. H. Addison and J. Kerr Love, M. D.

This is an interesting account by the authors of visits made by them to schools for the Deaf at Frankfort, Munich, Vienna, Dresden, Berlin, and Hamburg in 1904; and Copenhagen, Nyborg, Frederica, and Schleswig in 1905. Mr. Addison's report is given as from the view point of an educator of deaf children, and it concludes with recommendations to his own Board, the chief of which if followed would introduce the department system, or the classification of deaf children according to capacity, their education being given in separate schools. Dr. Love's report relates principally to questions bearing upon the best methods of instructing the semi-deaf.

MODEL EXERCISES in the Use of the Verb Tenses and Forms. Published by the Minnesota Institution, Faribault, Minn.

LANGUAGE EXERCISES—Questions and Answers, Requests, Commands, Colloquial Expressions, for Use in the School Room. Published by the Minnesota Institution, Faribault, Minn.

These two booklets printed for the teachers of the Minnesota School would be useful for reference by language teachers in other institutions for the Deaf, and might with advantage be put into the hands of the pupils. The first gives the significance of the tense forms as expressed in time words and phrases, with a number of sentences illustrative of each, and is quite comprehensive. The latter is intended chiefly for the lower grades and contains a great many common forms used in questions and answers, and a long list of colloquial expressions. These latter are such as are in constant use and are a necessary part of the vocabulary of even quite young children. They are far more helpful than the usual lists of colloquialisms, which are seldom necessary for the expression of ideas and the teaching of which does so much to confuse the language of the Deaf.

SOME DON'TS AND THEIR WHYS to be Observed in Teaching Speech to the Deaf and in Training their Voices. By Sarah Jordan Monro, Horace Mann School, Boston. Price 25 cents.

This is a reprint in pamphlet form of a series of articles by Mrs. Monro, originally published in the ASSOCIATION REVIEW. It is now in convenient form for ready reference by teachers, and for use by Mrs. Monro in her summer classes.

PROCEEDING OF THE SEVENTEENTH MEETING OF THE Convention of American Instructors of the Deaf, at Morganton, N. C., July 8-13, 1905.

This Report covers 203 pages of closely printed matter, and includes all the papers presented at the Morganton meeting with the discussions

following their reading. As the Convention is incorporated by the Government, its proceedings appear as a Government document having the usual neat appearance of all publications of its class. It is to be regretted that the discussions upon papers could not have had revision at the hands of speakers before publication, for in instances where the language used was in any degree technical, with the thought expressed unfamiliar to the stenographer, the latter's notes leave much to be desired on the score of accuracy.

AMERICAN ANNALS OF THE DEAF. Washington. March, 1906.

Contents: "What a Pupil has a Right to Expect from a Teacher," by Brewster R. Allabough; "The Pupils," by Laura MacDill; "Meeting of the German Otological Society," by the Editor; "Suggestions for Geography Teachers," by Katharine F. Reed; "The Influence of the Organ of Hearing on the Soul Life of the Human Being," Ernst Urbantschitsch; "The Development and Improvement of Hearing in the Deaf by Methodical Hearing Exercises," by A. Reno Margulies; "Echoes of the Morganton Convention," by Edith M. Fitzgerald; "The Round Table Meeting of the Special Education Section of the Wisconsin Teachers' Association," by Paul Lange; Notices of Publications; School Items; Miscellaneous; "The Seventh Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf," by A. L. E. Crouter.

Accompanying this number of the Annals, in separate binding, is sent out a complete "Index" to the ten volumes issued in the years 1896 to 1905, inclusive. The Index is divided into two parts, viz., Authors and Subjects, and includes cross-references that make available to an extent the three previous Indexes of the Annals covering the first forty volumes.

NORDISK TIDSKRIFT FOR DOFSTUMSKOLAN. Goteborg, Sweden. No. 2, 1906.

V. Larsen: "The Deaf before and after Schooling." Aug. Asberg: "Some Questions Regarding a Change in the Organization of Swedish Schools for the Deaf." A. Hansen: "A Visit to the London Schools for the Deaf." Joh. Ostberg: "Report on the Inspection of the Swedish Schools for the Deaf." G. Forchhammer: "Object Instruction in Arithmetic." New Books: "Development of the Education of the Deaf in Sweden." Call to raise a monument for G. Jorgensen. Miscellaneous.

THE TEACHER OF THE DEAF. Woodvale, Bexley, Kent, England. March, 1906.

Contents: Editorial; "Manchester Industrial Training School, by W. Nelson; "Teaching Science in Schools for the Deaf," by T. Brill; "The American Industrial Journal"; "Royal Commission on the Care and Control of the Feeble-Minded," by F. G. Barnes; "College of Teachers' Examination Questions"; "Arnold Library Notes," by J. D. Rowan; "List of Works on the Deaf for Purchase"; "Memorial to Professor A. Melville Bell"; Miscellaneous.

L'EDUCATION DEI SORDOMUTI. Rome, Italy. February, 1906.

G. Ferreri: "The Evolution of Otological and Laryngological Studies in Italy." E. Scuri: "The Schools for the Poor. The Deaf of Calabria." P. Fornari: "The Condition of Italian Teachers of the Deaf." Miscellaneous.

REVUE GENERALE DE L'ENSEIGNMENT DES SOURDS—MUETS. Paris, France. February, 1906.

Marius Dupont: "Study of Cephalometry, measurement of the waist, and ascertaining the weight of the young deaf." Notes on the National Institution for the Deaf at Paris. B. Thallon: "Cutting of Teeth and Articulation." Miscellaneous. Circular from the Minister of the Interior. A. Bluet: "The Problem of Abnormal Children." V. E. Cornevin: "The Education of the Blind-Deaf."

REPORTS RECEIVED.

Biennal Report of the Virginia School for the Deaf and the Blind at Staunton, for the period ending September 30, 1905.

Biennial Report of the Kentucky School for the Deaf at Danville, for the two years ending October 31, 1905.

Biennial Report of the Maryland School for the Deaf and Dumb at Frederick, for the period ending September 30, 1905.

Annual Report of the Ontario Institution for the Education of the Deaf and Dumb at Belleville, for the year ending September 30, 1905. A feature of this report is the 32 pages of Teachers' Examination Questions, which are most excellent for their purpose.

Annual Report of the South Australian Institution for the Blind and Deaf and Dumb at Brighton, for the year ending September 30, 1905.

Annual Report of the South Australian Deaf and Dumb Mission and Angas Home for Aged and Infirm Deaf-Mutes at Adelaide, for the year ending September 30, 1905.

Annual Report of the Pennsylvania Institution for the Deaf and Dumb at Mt. Airy, Philadelphia, for the year 1904-1905.

THE INSTITUTION PRESS.

"THE GREATEST OF THESE IS LANGUAGE."

"Break, break, break
On thy cold gray stones, O sea!
And I would that my tongue could utter
The thoughts that arise in me."—Tennyson.

The poet, in these lines, aptly expresses the experience of us all. We all feel our inability to find the exact words in which to frame our thoughts, even in the common events of every day life; and when occasions arise which make some unusual demand upon our resources, we frequently have to give up the attempt, and take refuge behind the common excuse, but "words fail us" to express what we feel. If teachers of the deaf ever need an inspiration, surely they will find one in these well known lines of Tennyson. It is extremely improbable that that poet had any thought concerning the deaf, when he wrote these words, but if he had, he could not have penned a more fitting couplet to voice their unspoken longing for the power to express "the thoughts that arise" in them. The task that lies before every teacher of the deaf is to do his part towards giving that power, and every time we stand before our classes, we are reminded of the responsibility that rests upon us. If any opponent of the oral method, should happen to have read thus far, we would hasten to assure him, that it is not our intention to inflict upon him another dissertation upon the immense advantages of speech for the deaf. or to claim that it is by speech alone that the deaf can be restored to society, or that speech is the one and only aim we have in view. We believe in enthusiasm—it is necessary in most undertakings, and it is especially so in the education of the deaf. Without enthusiasm, and without faith in his methods, the teacher of the deaf will not accomplish much. We have tested the possibilities of the oral method during a long experience of teaching, and we have produced successful results from all sorts and conditions of pupils. We have taught bright pupils, and we have taught some of the dullest ones, and we have the greatest faith in oral teaching. The longer we teach by this method, the greater is the faith we have in it. There is not the slightest intention on our part to attempt any glorification of the oral method, by some strained interpretation of the lines we have quoted at the head of this article. Our object is not to dilate upon the superiority of the spoken word, or of the

immense benefits conferred upon the deaf by the acquisition of speech. Our theme is the expression of thought.

The oral method is often condemned, because, say its critics, it fails in the large majority of cases to develop the intellect, and does not educate the child. Whether this be true or not, we are not in a position to know, but if it be so, then we assert it is not because the children are taught by means of speech and speech reading, but on account of a lack of knowledge concerning educational methods generally. We speak of the oral *method*, as though it were a separate and distinct method of education, when it is merely a method of communication. The only method which the true oral teacher pursues, is the intuitive method, and this is not the distinctive feature of oral teaching alone. It is the common method of all education, and is as applicable to the manual method of communication as it is to the oral. The teaching of speech and speech reading is of very great importance and the ability to teach these arts can only be acquired by teachers who have been trained upon scientific lines; but important as these acquirements are, they are insignificant compared with the qualifications needed to make a successful teacher of language. If it were possible to provide a teacher for every pupil in a school, and for the teacher to devote the whole of his time to the pupil, then, no doubt satisfactory results would be obtained, but it would be a costly affair, and would entail an immense amount of waste. Such an arrangement would call for no particular method to be pursued. The pupil would learn language in a similar way to that of the hearing child. But such a plan as this is not possible in schools, nor should it be necessary. We have no faith whatever in any haphazard form of language teaching in a class. Merely talking to deaf children will not develop their language. This unscientific plan of literally throwing material at a child's mind, in the hope that some of it will stick there, will never produce any great results. It may succeed to some extent with a few exceptionally bright pupils, who would progress, even in spite of the teaching, but with the large majority it will fail utterly. No greater fallacy can be spread abroad, than to assert that once a child is taught to speak and read the lips, the rest is easy. It is only the first step in the long journey that has to follow.

The teaching of English has always been the problem in the education of the deaf, and still is, no matter what the medium of communication be. The real foundation of language teaching must be laid in the classroom. The oral teacher cannot afford to ignore the study of language teaching any more than the manual teacher. But the question arises, does the oral teacher of the present day make a study of this all important matter of the teaching of language? Public attention is often too closely centered upon the fact that the deaf are taught to speak, and the real object of their education—the development of the intellect—is lost sight of. If a little more stress were laid upon this, the all important side of our work, and greater efforts were put forth towards its accom-

plishment, we should then, perhaps, hear less about oral teaching converting the deaf into human oysters. Speech is of great value, so is the ability to read the lips; we would not for a moment attempt to rob either of one particle of merit, but we would say that if we had to choose between the development of speech, and that of the intellect, we would unhesitatingly decide for the latter. The two must go hand in hand, if complete success is to be obtained.

The elementary side of language teaching is generally given due prominence in oral schools, but what is known as advanced language is often left to take care of itself. In order that his pupils may successfully pass the transition stage between the two, and be led up to the point where language begins to interpret language, thus setting before them unlimited possibilities of mental development, the oral teacher needs to possess a thorough knowledge of the philosophy of language. We are firmly of opinion that of these three, speech, speech reading. and language, the greatest of these is language.—[J. A. Weaver in the Utah Eagle.

ORAL CHAPEL SERVICE—MAKE A TRIAL OF IT BEFORE CONDEMNING.

In regard to Oral Chapel services, would it not be well to make a trial of it before condemning. We did not know whether it would prove a success or not until we had done this. Now for more than two years we have had a special chapel service for the oral pupils.

If the test of the value of the Oral chapel service be measured by the ability of the pupils to reproduce in English what is said to them by the leader in his sermon or lecture, the results are as satisfactory and as complete as when the same test is applied to a sermon given in signs. The oral teacher is in the habit with the class in the school room, of telling stories, holding conversations with, and giving information to the pupils through speech.

The difference between the chapel and the class room is the larger room and the distance that the pupils will be from the speaker. In other words it is a question of whether the pupils can see well enough to read the speaker's lips. Our chapel is a large one and I find that the pupils in the back rows in chapel can see and understand the most of what is said. The older and more advanced pupils sit in the back seats, while the youngest of all are in the f ont rows.

We have of course the same difficulty in speaking to pupils of all ages and grades as we have in the manual chapel service,—conducted by spelling or signs,—where the sermon is often over the heads of the younger ones.

After all, *is the sermon the most important part of a chapel service?* After having had *responsive services* with oral pupils for two years, I am

convinced that this part of the service is worth as much as the sermon. Granting that the responsive readings equal in value to one half of the entire service, then an oral chapel service without a sermon is equal in value to a manual service without the responsive reading.

At the convention last summer, we illustrated the responsive readings only as this was a new feature with us in chapel exercises and to give a sermon would be simply an exercise in speech reading. Speech reading, by different teachers, was illustrated in some form daily incidentally, while giving illustrations of class work.

A class of pupils that can take from the lips a story or the description of a country can also understand a talk upon some religious topic provided they can see the speaker's lips. What applies to one class applies to two or more classes together provided always that the position of the speaker and the light is so that they can see the movements of the lips.—[E. G. Hurd in The Deaf Carolinian (N. C.)

THREE CREEDS.

We have read with interest the discussions that have appeared during the year in the school papers about signs and the Manual and Oral Methods of teaching the deaf. We believe the position of each side is stated fairly in the following creeds and append our own opinion which inclines to a middle road as the safest one to follow.

Some years ago we entered the profession as a pure oralist. Since then our theories have received a number of severe but helpful jolts. Just how impure our once spotless oralism has become we will not attempt to state, but we are inclined to think it has changed to a sort of slatey gray. However we are still open to conviction.

The Manual Teacher's Creed.

I believe in the Combined system for the education of the deaf. I believe in the Oral method for most semi-mutes and those hard of hearing. I believe about 15 per cent. of the deaf should be educated by the oral method. I believe in the Manual method for all congenital mutes and most of those who have lost their hearing before they have acquired language. I believe that some of the deaf can be instructed only by signs.

I believe in manual spelling in the school room and in signs when they can convey the idea more clearly and briefly than spelling. I believed that signs should be taught in the school so that the sign language will not deteriorate. I believe that all teachers of the deaf should have a thorough knowledge of the sign language.

The Oral Teacher's Creed.

I believe that speech and lip-reading can and should be acquired by 95 per cent of the deaf. I value lip reading above speech and if a pupil can read the lips well, he should be taught orally even if he cannot make an intelligible sound.

I believe that signs should be absolutely prohibited in and out of school. I believe the chapel exercises and lectures should be conducted orally. I believe the teachers should use pantomine and natural signs in the beginning classes.

I believe in manual spelling for the deaf who are incapable mentally or physically of acquiring speech or lip reading.

I believe that the time of the sign language is past and that teachers of the deaf should do everything in their power to stamp it out.

OUR OWN CREED.

We believe in the Combined system of educating the deaf. We believe that writing is the safest and most important method of communication between the deaf pupil and his teacher. We believe that writing always will be the leading method of communication between the deaf and the hearing out of school.

We believe about two-thirds of the deaf should be educated by the Oral method. We believe there is a small per cent. of the deaf that can be educated only by the sign language. We believe signs should be used in the chapel exercises and lectures.

We believe that signs should be prohibited in the school room. We believe that written, spelled, or spoken English should take the place of signs on the grounds in the daily intercourse of the pupils with their officers.

We believe a knowledge of the sign language a valuable asset in a teacher of the deaf. We believe that the sign language will be a living language as long as two deaf-mutes meet this side of the Great Divide.—[L. E. Milligan in the Colorado Index.

We are most decidedly in sympathy with the last or Colorado creed. We believe that the learning of English by the use of English—not signs—is a fundamental principle, the neglect of which by educators and teachers means certain failure to reach a high standard of education for the average deaf child. At the same time we believe, as every large gathering of the deaf demonstrates, that signs fulfill a need and have a value in the life of the deaf which it is folly to deny and unwise to wholly ignore in any complete system for their education.

The difficult solution of the paradox is being slowly worked out through the evolution of a variety of types all indefinitely called "combined system" schools, but that of the future will be very different from the "combined system" school of the past.

Under the average conditions existing in such schools at present it appears quite impossible to wholly educate and graduate two-thirds of the attendance as oral pupils. In many of them, with the exception of a few semi-mutes who have had and retained good speech, the advanced pure oral classes are as conspicuous for their absence or weakness, as the primary oral classes are for strength and numbers. This seems to be

rather the fault of illogical or unfavorable conditions than of the oral method, and so far as this is true, steady and rapid improvement is the order of the day.—[E. S. Tillinghast in The Web-Foot (Oregon.)

A VALUABLE GIFT.

We print on another page an account of the presentation of the Volta Bureau, with stocks and bonds aggregating $75,000, by Dr. A. Graham Bell to the American Association for the Promotion of Teaching of Speech to the Deaf. The ceremony occurred in Washington, D. C., on Friday, January 5th.

The occasion is one of exceeding interest and importance. The presentation, it is believed, will abolish the use of the words "and dumb," which we have always contended were not the proper adjective applications for a person deprived of the sense of hearing.

The presentation was a noble act of Dr. A. Graham Bell to perpetuate the active employment of the method, which they believed best to teach speech to deaf children. We welcome the gift as a lasting and loving tribute to the memory of the late lamented Prof. A. Melville Bell, his father.

Prof. A. Melville Bell invented the "visible speech" method, which has proven a very valuable aid in teaching speech to many deaf people; even those deprived of hearing from birth. The writer, who was born totally deaf, can articulate a good deal, and was once trained under this method.

Dr. A. Graham Bell, his son, has been famous over the world for his greatest invention—the telephone. He has been a philanthropist and a true friend of the deaf. He has spared no pains in devising and discovering such means as he fondly hopes will forever relieve the deaf people from a life of silence.

Prof. A. Melville Bell and Dr. A. Graham Bell have, however, been rocklike royal to what they believed to be the only one method, and advocated pure oralism for the teaching of speech to the deaf. We always argued that a deaf child, when found able to be taught speech and able to comprehend spoken language, should be put under the oral method; but when a deaf child is found totally deprived of the power of articulating, or unable to comprehend the meaning of a vocal sound, we ask this question, under what method shall we put this pupil in order to learn how to write and read?

We confess it is often beyond our understanding why Dr. A. Graham Bell would not take such a great interest in the Combined (sign, manual and oral) System, generally adopted as the best and easiest method and prevailing in 84 per cent. of the schools over the country, and give it the chance he has given his own favored pure oral system. If Dr. Bell does in a practical way, we can expect a two-fold advancement in the educational instruction of the deaf.—[Russell Smith in The Deaf American (Neb.)

SINGLE VS. DOUBLE-HAND ALPHABET.

I should like to say a few words on "The Double-hand Alphabet," as I think several of the deductions are erroneous. For instance, "requiring double the number of fingers, or at least double-fingering, it is more complicated and hence harder to read." Now, this is not in accord with my experience which is fairly varied.

I have found that an average time for the average person to learn the double-hand alphabet is five to ten minutes. I have made several attempts to get people to learn the one-hand alphabet, but have never yet succeeded. In fact, apart from relatives of the deaf, I have not come across any hearing person who has troubled to master it. I have not had much experience in reading the one-hand either myself or by seeing hearing people read it. In my case, I find it very difficult to follow. It seems to me to be a great contradiction that what should be the hardest to learn to use should be the easiest to learn to read.

When working in a factory in Western Ontario, out of fifty men in the shop there were quite forty who could use the double-hand alphabet.

The articles goes on to criticise the position you are compelled (?) to use in the double-hand alphabet. I never noticed that the deaf in England adopted any very constrained attitudes, though I have seen a couple of fellows using it with mitts on. Can any one do that with the one-hand and be understood?

Then there is the full-hand, but there is not a great deal in that, and getting tired, I cannot say how much there is in that; but when I talk, it is not my fingers that get tired. I have read the double-hand alphabet at the rate of three hundred letters per minute. I do not think the one-hand alphabet can be used at that pace.

I have noticed that when the deaf are using the one-hand alphabet at any distance, the fingering is much slower than would be needful with the double-hand alphabet at the same distance.—[W. T. W. of Toronto in The Silent Worker (N. J.)

CHAPEL REPRODUCTION.

While the reproduction of chapel talks and lectures may be a good language exercise, still we ought not to expect too much even from pupils in the higher classes. The teacher is always discouraged because his class cannot give a good synopsis of a lecture. When we come to think of it, how many well educated people could reproduce a sermon so that the preacher would recognize it as his own. We all know what a botch the average reporter makes of a speech that he tries to report. To give a good synopsis of a sermon or speech is a difficult thing to do and few people can do it well. For these reasons we do not believe in giving too much importance to "chapel reproduction."—[Optic (Ark.)

It was a pleasure and a treat to witness the oral chapel exercise demonstration at the Morganton convention last summer by a class of pupils under the charge of Mr. Hurd. As an oral exercise in the chapel it was a success. With speech and speech reading as the end sought the result could have hardly been more satisfactory. The class went through the assigned parts of the ritual with an ease and precision possible only after great familiarity and much practice. The pupils and teacher well earned the hearty applause bestowed upon them at the conclusion of the exhibition. However there was no sermon, lecture, or address, which is usually regarded as a part of a chapel exercise,—in fact the main part at most schools. But suppose without any pre-arrangement, Mr. Tate with his Moses-like beard, or Mr. Dobyns with his military mustache and goatee, or the smooth-shaven Mr. Driggs had been invited to conduct the exercises instead of a Morganton teacher with whom the pupils were already quite familiar, and suppose the usual order of the ritual had been confused and a short talk added,—then the possibilities of oral chapel exercises might have been seen in a different light. The method that is best by every test will satisfy the deaf and for addressing assemblies no satisfactory substitute for clear, graceful, forceful and expressive signs has been found. A good many things are possible which are not advisable and oral chapel exercises for the deaf is one.

Speaking of the Morganton convention reminds me of an interview I had there with Mr. Booth of the ASSOCIATION REVIEW. Mr. Booth emphasized the fact that in advocating the oral method for schools he was not seeking to do away with the use of signs by the deaf after they had left school. He expressed his belief that the sign-language was a very useful means of giving mental, moral and religious instruction to the deaf in their after-school life and that it contributed greatly to the pleasure and profit of the deaf in their social intercourse. He said, in effect, that the work which the missionaries among the deaf were doing was very necessary and most praiseworthy, and he wished it to be well understood that while advocating oralism for the schools he was not seeking to keep the orally taught deaf from coming in contact with the missionaries after they had left school. Some of the orally taught, he thought, would, of course, be lost to the deaf as the result of their oral training, but for the many it would not be so, and for them churches and missions where they could meet for mutual improvement, and where the sign-language was used, would be highly beneficial. Mr. Booth added that such was his individual position and that he was not speaking as a representative of the oralists. Frank speaking and good feeling characterized the Morganton convention and such an expression by a high priest of oralism like Mr. Booth will go far towards extending the era and area of good feeling between the deaf and the advocates of a method on which the deaf do not look with most favor.—[Rev. J. H Cloud in The Silent Worker (N. J.)

The question arises in our mind just now, as it often has before: Are we competent judges of the merits, or rather demerits, of the sign language while under the spell of the fascination, which amounts in effect almost to sorcery? We descant upon its beauty, its impressiveness, its power to penetrate the mind, and heart, but forget that because of these very qualities it insinuates itself into the life of a mute and becomes the very warp and woof of his mental being. Let that be an individual's condition and he is hampered, his mental vision is narrowed, and not only his "growth in spoken and written English" stunted, but his intellectual growth is stunted as well. There is not a master of this beautiful gesture language, not one of its numerous warm advocates, but must admit its limitations. Seldom or never does an intelligent sign-maker stand up before an intelligent audience of deaf people that he does not acknowledge the limitations of the sign-language by frequent resort to the spelling of English words.

We do not quite count ourself among the iconoclasts who would destroy the language, root, stem, and branch. We are not ready to declare that it has served its purpose and must die. Providence may yet have work for it to do. Let it have an abiding place, but that place, from the standpoint of reason bereft of all sentimental notions, is away up on the top shelf out of the reach of the young. If it is possible to prevent it saturating and filling the minds of the growing young so full that there is scarcely room for anything else, and reserve its larger use for the mature, the educated, those whose thoughts have been molded and broadened in English forms, the abiding place is doubtless assured.—[J. W. Blattner in the Lone Star Weekly (Tex.)

One of the daily papers, the other day, contained an item about a deaf woman out in South Dakota who appeared at a land office to file for a claim. She could neither read nor write, nor could she understand the sign or finger language of the deaf. The agent was at a loss what to do, but finally took the deposition of witnesses as to the case, and sent the facts on to Washington. This woman was evidently one of those cases, unfortunately not rare, where the ignorance, neglect, or selfishness of parents, combined with the lack of a compulsory law, has resulted in a human being growing up in mental and moral darkness amid the bright light of the twentieth century, in the most enlightened nation on earth. When we consider the injury to the mind and soul of the victim of such neglect, coupled with the injury to society, we feel that fine or imprisonment would not be too severe a penalty to inflict upon those directly responsible.—[Companion (Minn.)

A DIFFERENCE BETWEEN SEMI-MUTES AND DEAF-MUTES.

It is our opinion, based on observation, that there is as great a difference between a semi-mute and a deaf-mute child as there is between a hearing and a deaf-mute child. Also that this difference obtains throughout the lifetime of the two, and is not removed except in exceptional and rare cases. To argue otherwise is to deny what is to be seen at any time. In saying this, we do not reflect upon the mental capacity of the deaf person, or deny that he is capable of as great attainments as the hearing; but it is evident even to the most prejudiced, that with the loss of the greatest avenue of knowledge to the mind, from the earliest years, comes a corresponding loss of information, a lessened capacity for experience, and consequently a smaller store of both information and experience upon which to base reason. To lose the hearing is not to become a "deaf-mute," regardless of the protestations of those who wish to be considered such.—[The Silent Hoosier (Ind.)

EDITORIAL COMMENT.

THE NORMAL DEPARTMENT AT CLARKE SCHOOL TO BE ENLARGED.

We are gratified to be able to announce to our readers that the initiatory steps have been taken whereby the recently created Melville Bell Memorial Fund is to become immediately operative in carrying out one of the purposes of its establishment, namely, to aid in the work of training teachers. At a meeting of the Melville Bell Memorial Fund Committee of the Board of Directors of the Association, held at Northampton, on March 13, a proposition was formulated and, on the following day, was presented to the Board of Corporators of Clarke School for the Deaf, asking for an enlargement of the Normal Training Department of their school, the Association on its part to make such enlargement possible by guaranteeing necessary financial assistance. The proposition as presented by the Committee was accepted by the Corporators, and the necessary papers to be passed will soon be drawn up and executed.

It is difficult, impossible indeed, to foresee the full effect of this action by the Association through its Committee in securing the enlargement of the training work done by Clarke School. That the effect will be profound and far-reaching will scarcely be doubted, for it is enlargement of work that possesses within itself the largest potentialities for good, and that, from its inception to the present time, has been far too restricted to meet the demands made upon it. During the past fourteen years Clarke School has, in response to a request to do so made by the Association at its Second Summer Meeting, maintained a small Normal class open to outside students. This class has been necessarily limited, containing usually four, rarely five, members. It is now proposed to increase the class to eight or ten, this to be done at the opening

of the coming term in September, with it in view, however, to still further increase the number to eighteen or twenty whenever the school may be able to make room for so many, which it is hoped may soon be possible.

Conditions governing the admission of students to the school, the course of study to be pursued and its length, the granting of certificates or diplomas, etc., etc., will be embodied in the agreement, amply safeguarding all interests involved and giving guarantee of the maintenance of the highest and most approved standards of work.

F. W. B.

THE DUTY OF PARENTS TO THEIR DEAF CHILDREN.

The complaint is sometimes made by parents that their deaf children after leaving school do not care to associate with hearing people but find their only pleasure in the society of other deaf. This is frequently the case, and unfortunately so, for it is greatly to the advantage of the adult deaf to mingle socially with the hearing and to make friends among those with whom they live and work. This tendency of the deaf to flock together—their clannishness, as it is called,—is often advanced as an argument in favor of day schools, because the pupils of these are necessarily thrown among hearing people out of school hours and their connection with the family and the circle in which it moves is unbroken; but the fact is that the graduates of day schools are quite as prone to seek the company of men and women afflicted like themselves as are those of the boarding schools.

This social segregation of the deaf is in no wise the fault of the school. All that it is possible for it to do in the way of restoring its pupils to society is well done, and that the effort sometimes fails of accomplishment is due to circumstances over which it has no control. Whether the deaf live at home while receiving their education or return there only after graduation, the extent of their association with the hearing and the pleasure they take in it depends upon the assistance given them by their parents and other members of the family.

No matter how well educated or how good a command of language, speech, and speech-reading a deaf person may have, it requires something more of an effort to talk to him than to one who can hear. Selfishly or thoughtlessly, the family will too often fail to make this effort, so that in the midst of a laughing, gossiping group one will see the deaf child or adult sitting in gloomy isolation. If he ventures to ask what they are making merry over, he will be told, "Oh, nothing. We were just speaking of so and so." It has been advanced as an excuse for this treatment that the remarks are usually of such a trivial character that they will not bear repetition, but they are certainly of as much importance to the one person as to the others. A little thoughtfulness in reognizing his difficulty, a little care in speaking, would usually enable him to understand in the first instance, and so make repetition unnecessary. If it be objected that to be always considering the deaf member of the family is more trouble than the others should be expected to put themselves to, it may be answered that if their affection and interest in him are so slight that they are unwilling to go to this small pains to make him happy and contented in his home life, they have no cause to complain if he withdraws from them and seeks the society of those with whom he can enjoy himself.

We have used the masculine pronoun in speaking of this suppositional deaf person because there is no common gender for this part of speech. But the isolation of the deaf among the hearing is a more serious matter with deaf girls and women than with boys and men. The latter have abundant opportunities for enjoyment outside of their homes, whether or not they associate with the deaf, and it is easier for them to take the initiative in forming acquaintances. A deaf woman, especially at the unformed and inexperienced age when she leaves school, should properly find her social pleasures chiefly in the family and among their acquaintances. It is unfortunate that she should ever be forced to seek companionship among those who are strangers to her natural protectors and advisers. Yet she must have friends and society of some kind, and if she cannot find them at home she will seek them elsewhere.

We know of several instances in which parents have fully

recognized and performed their duty to their deaf children, and the results have been such as to commend their example to others. One deaf woman told us that her mother required her to accompany her on all her calls and to receive all visitors with her. She was never allowed to drop out of the conversation and if anything was said that she was not likely to understand, it was repeated to her, even to the most insignificant remarks. She was not only kept informed, but was drawn out to do her share of the talking. As the oldest daughter of the family, she was required to live up to her social obligations and others were expected to show her the deference due to her position. Shy and retiring by nature, and conscious of her deafness, she for a time found this the reverse of pleasurable, and would have avoided it had she been permitted; but as her speech-reading improved and she acquired confidence, she grew to enjoy it. She became a cultured, well-bred woman, at ease in any society, and counted many warm friends of both sexes among those who could hear. Incidentally, the attachment between her and her mother blossomed into something beautiful to behold.

Another instance we recall is of a deaf young man now engaged in business with his father. This parent is a man of affairs, with his time so fully occupied that the world would have found ready excuse for him had he shifted the responsibility for his child's bringing up altogether upon his school and his teachers, as so many do. Instead, he made a companion and friend of his son, talking with him, not as one doing a penance or discharging an irksome duty, but with evident pleasure in his society. This boy was never permitted to feel that his deafness isolated him from the family or general society, or that it need make the slightest difference in his career. Although born deaf, he passed from the institution into a large school for hearing boys where he maintained a high standing, then studied various commercial branches, went to work under his father, rose to be head of a department, went upon the road as a salesman—depending in his transactions wholly upon speech and speech-reading—and after passing, step by step, through all the grades that would give him a complete knowledge and grasp of the business, is now the responsible head of a large factory. Can it be doubted that to

the attitude of his father and to the treatment he received from him and others of the family were chiefly due the ambition, zeal, and self-confidence that made him so successful in school and in business? This young man has deaf friends, men whose acquaintance he made in school, but he feels no necessity for seeking his companions among the deaf as a class. We occasionally meet him and his father on the streets, striding along, shoulder to shoulder, with an air of comradery that is ideal in the relation between parent and son. Has not this father been well repaid for the interest he took in his deaf boy?

The fact that the state does so much more for the deaf child than for the hearing is no reason for the parents' doing less. It should rather be an inducement to greater effort, that they may reap for the child and themselves the fullest possible benefits from the generous provisions made for his education and training. However skilful and devoted teachers may be, they cannot take the place of those related to their pupils by ties of blood, nor do the work that finds its inspiration and power in the natural affections. Love is the greatest educator, and it can be expressed in no way that will be so much appreciated by, or do so much good to, a deaf member of the family, whether child or adult, as in the daily courtesy and thoughtfulness that take account of his infirmity only to help him forget it.

S. G. D.

A VISIT TO CLARKE SCHOOL IN 1875.

After some searching of newspaper files, we have found a letter that, we venture to say, when it was published some thirty-one years ago, was not thought by anybody—least of all by its author—to be the opening note, the prelude, to a movement that can now be denominated only by the use of one word, namely, revolution. Thirty-one years ago the Pennsylvania Institution was a typical manual school, with none of its pupils taught orally. Today ninety-four per cent. of the pupils in the Institution are taught by the oral method, leaving the small residium of six per cent. receiving instruction through silent means. The letter that we refer to, and that we give in full below, was published in the

Philadelphia Evening Bulletin of August 10, 1875, and was written by A. L. E. Crouter, then a young man and a teacher in the Philadelphia school, after he had paid a visit to Clarke School, at Northampton. At that time Clarke School was in charge of Miss Harriet B. Rogers as Principal, with Miss Caroline A. Yale as her assistant. The school was but nine years old, with methods in use that, though born of inexperience, were already developed and perfected to the doing of work that was simply astonishing to a teacher trained and experienced in the use of another method.

Shortly after the appearance of the communication in the Evening Bulletin, a special meeting of the Committee on Instruction, of the Board of Directors of the Pennsylvania Institution, was called, at which Mr. Crouter was invited to be present and to give his views in detail upon the work which he had witnessed at Clarke School. After full consideration of the whole matter, and upon recommendation of the Committee, steps were taken at the opening of school in September by the Board to perfect and extend the methods of teaching articulation that had been in use in the school for some time, and which were continued until a separate branch for oral instruction was established in 1881. From these early steps, taken thirty-one years ago, may be traced the great changes that have taken place in the Pennsylvania Institution, resulting in a complete revolution in its methods and making it what it is today, the largest oral school for the instruction of the deaf in existence; moreover, it will be noted the important part taken and the large influence exerted in bringing to pass the great changes made, even while he was yet a teacher using manual methods of instruction in his own schoolroom, by the present Superintendent of the school, Dr. A. L. E. Crouter. The letter containing so much of history, and preliminary to so much more, follows:

F. W. B.

Philadelphia, August 9, 1875.

To The Editor of The Bulletin:

It is very encouraging to those engaged in the laborious process of instructing that large and rapidly increasing class of unfortunates, the deaf and dumb, to find the subject receiving the

thoughtful consideration of many of the leading journals of the country. Several articles and letters have recently appeared in the New York papers, and quite recently the Public Ledger and Evening Bulletin, of this city, have evinced a very warm interest in the different systems of instruction pursued in the institutions in this country and in Europe.

A recent visit to the Clarke Institution, in Northampton, Mass., enables me to confirm in part, if not fully, the very opportune article entitled "Speech for Deaf Mutes," which appeared in your issue of last Friday evening. I went there considerably prejudiced by several years' experience in the sign system, but animated by the laudable desire to examine honestly and fairly into the merits of the system of instruction pursued in that school, and came away fully convinced of the superior advantages which their system of teaching articulation and lip-reading possesses over the German or any other method with which I am acquainted. It is known as the "Bell System of Visible Speech," and was invented by a Scotch gentleman of that name, and introduced into this country by his son, A. Graham Bell, now of Boston. It owes its superiority to an ingenious system of visible speech symbols, which enable the learner to control his vocal organs so effectually as to give precise utterance to any or all sounds in the English or any other language, civilized or barbarous. Indeed, I was informed that it is impossible for the human voice to utter a sound which cannot be at once perfectly reproduced by persons who understand the value and force of these symbols.

This system, in the hands of the very able instructors whom it was my good fortune to meet at Northampton, is undoubtedly accomplishing a very great result—it gives speech to the speechless. The school, a model one in my opinion, comprises some sixty pupils, mostly semi-mute, ranging between the years of ten and twenty, with eight teachers and two or three monitors, all under the admirable and energetic control of its indefatigable principal, Miss Harriet B. Rogers. You will readily perceive from the relative numbers of teachers and pupils that the classes must necessarily be very small, varying from six to ten each. This is a very decided advantage which the larger institutions do

not enjoy, since it enables the instructors to give to the pupils that individual attention so essential to the highest degree of success. Individual instruction, not collective, is alwavs the more effective. The minds of children vary so much in their powers of reception and development they cannot be uniformly moulded without endangering their vitality, and making them mere mental machines. Through the kindness of the principal I was permitted to visit all the classes, and was thus enabled to trace the results of Mr. Bell's system from the beginning to the end of the course, which very wisely is extended through a period of ten years. I was surprised and delighted.

The younger pupils were being trained in vocal exercises, in the vowel sounds, in the proper pronunciation of single words, and in reading simple sentences and short stories, all of which was very interesting. At the teacher's suggestion I gave them several difficult words to articulate—words which the teacher assured me they had never, to her knowledge, spoken before—and to my surprise, on their being written out in their appropriate symbols, these pupils, with only one or two years' instruction, at once clearly and distinctly articulated them. I found the same evidences of improvement in the intermediate classses, but it was reserved for one of the higher classes to convince me fully of the entire success of this peculiar system. It was a class in natural philosophy, under the care of Miss Caroline A. Yale, the Vice-Principal, and the subject of the recitation and lecture was heat, sensible and latent. No signs were made; the voice and its organs of utterance were the only means of communication between these deaf children and their teacher. The latter stood before the pupils at such a distance and in such a manner as to enable all clearly to read her lips, and then, in a quiet, deliberate way, proceeded to explain the principles and laws of heat, asking questions and receiving answers which showed a very clear comprehension on the part of the pupils of every thing that was said to them upon the subject of their recitation. I was surprised. Here was a lady addressing a number of children who were entirely deaf, upon a very abstruse subject, precisely as she would have done had they been possessed of their hearing, and they in turn exhibiting a high degree of interest and understanding of what was

said to them. I addressed a few words to them myself, and, although not a very clear articulator, they readily understood every word I said, as was clearly proven by their repeating the substance of my remarks when I was done. Classes in history, geography, geometry, algebra, English literature, etc., were examined with equal satisfaction. All exhibited marked proficiency, and certainly reflected great credit upon their instructors, proving beyond a doubt the efficiency of the system under which they are taught.

Nor is the Northampton the only institution in which articulation and lip-reading are taught, though it may be said to be almost the only one, which, entirely discarding signs, makes speech and speech-reading the only means for instructing its pupils. In Hartford particular attention is paid to this subject. The principal, in his last report, says: "After a trial of three years, we are confirmed in the opinion stated in our last report as to the great value of visible speech (Mr. Bell's system) wherever articulation is taught to deaf mutes." So, too, in the New York, Illinois and Ohio institutions, and no doubt the directors of our Philadelphia institution, which has always stood among the foremost of its class, will, on the reopening of the school in the large, handsome buildings now rapidly approaching completion, introduce the very best system of teaching articulation and lip-reading, and labor for its success with that zealous attention that has hitherto characterized all their efforts toward the enlightment and happiness of the large class of unfortunates entrusted to their care.

Hoping that this letter may not prove entirely fruitless in calling still greater attention to the subject of "Speech for Deaf Mutes," and that you will persevere in the humane effort of arousing the public to a just appreciation of the importance of affording every facility for the thorough education of the deaf-mute children of our State, I remain,

Very respectfully yours,

E. C.

AN INTERESTING LETTER FROM INDIA.

The following extract from a private letter received from Mr. Pranshankar Lallubhai Desai, an active member of the Association residing in Bombay, India, will, we feel sure, interest our readers as showing the noble efforts a father is putting forth to educate his own deaf son, together with one or two other deaf children that have been brought to him for instruction:

"My deaf son has made a fair progress in the art of speaking in one year. He can now freely speak Gujerate equivalents for Give water, (Pavi apo); Give milk, (Dewha apo); Give rice, (Bhat apo); Give bread, (Rotli apo), whenever he requires the articles.

"I have prepared a reading book for him containing small sentences involving names of articles of daily use. He reads the book almost daily. With respect to the practice in lip-reading he is made to write to dictation detached and connected small sentences containing verbs representing ordinary actions done by him. It is difficult to explain to him, or rather to make him grasp, certain actions. He is not able to distinguish yet between the Gujerate sounds *ch, chh; j, jh; sh, s.* Can you or any of your experienced friends suggest to me any device of making my child perceive the difference clearly? [If Mr. Desai would write the sounds in Visible Speech symbols and send them, it is possible the assistance that he wishes could be given.]

"You will be interested to learn that I have two other boys to teach speech by the process of lip-reading. One of them of some standing with me is partially deaf and studies for the matriculation examination of our University. The other is totally deaf and came to me only three days back. My partial success in the case of my child has drawn these infirm ones to me."

STATISTICS OF THE TEACHERS' BUREAU.

The following table of statistics was presented as a part of the Annual Report of the General Secretary made to the Board of Directors at their recent annual meeting in January. The figures show the number of persons using the Teachers' Bureau conducted by the Association during the five years that it has been

in operation, they being classified as teachers, principals, and parents:

	Teachers.	Principals.	Parents.	Total.
1901	56	20	7	83
1902	71	18	8	98
1903	82	19	2	103
1904	83	21	4	108
1905	81	22	10	113
Total	373	100	31	505

REDUCED RATES TO THE SUMMER MEETING.

Dr. W. N. Burt of the local Committee of arrangements for the Summer Meeting, at Edgewood Park, has received notice from the Commissioner of the Central Passenger Association, Chicago, that the rate of a fare and a third, on the certificate plan, from all points in the Central Passenger Association territory, in which Pittsburg is situated, has been granted, and that he will request concurrence of other Associations interested. The Commissioner further states that a charge of 25 cents will be made at the meeting for each certificate viséed by the Passenger Association agent who will be at the meeting place on July 2, when all certificates are to be placed in his hands.

Since the above was put in type information has been received from the Trunk Line Passenger Association and the Southeastern Passenger Association stating that they had granted the one and one-third rate, on the certificate plan, to persons attending the meeting. The territory that these three Passenger Associations cover extends from the Hudson River west to Chicago, Keokuk, and St. Louis, and south to the Gulf. The Southwestern Passenger Association, covering the southern half of Missouri and Arkansas and Texas, and the New England Passenger Association, have not yet granted the reduced rate. The Western Passenger Association, covering the territory west of Chicago, Keokuk, and St. Louis to Colorado points, have intimated that the reduced rate would be granted, so it may be expected by our members in that territory.

It should be understood by all contemplating attending the meeting that through one-way full-fare tickets should be purchased *to Pittsburg;* and that, upon purchasing such tickets, in each instance, a *Certificate* should be secured from the ticket agent of the station to which the purchaser expects to return, this Certificate to be brought to the Meeting and held until called for. The Certificate, properly vised at the Meeting, is what entitles the holder to the one-third return rate, and nothing else will secure it. It is advised, to make sure that station agents shall have Certificates ready, that they be given previous notice of calls to be made for them. F. W. B.

THE PROGRAMME OF THE SUMMER MEETING.

The programme Committee of the Board held a meeting at Northampton on March 14, and a full programme was outlined. Since then much work has been done and there is every prospect of most interesting and profitable papers, lectures, and exercises during the seven days of the Meeting. Word comes from Pittsburg that the afternoons and evenings reserved for sight-seeing and sociable enjoyment will be well occupied by the Local Committee. F. W. B.

On account of the Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf, to be held at Edgewood Park during the coming summer, Mrs. Sarah Jordan Monro has decided to omit the session of her summer class for the study of speech and voice-training. She will hold the third session of her class in the summer of 1907.

WANTED.—A position as teacher of carpentry and Sloyd by an experienced and successful instructor in schools for the deaf and the hearing. Address inquiries to the editor of the REVIEW.

Tongue manipulators, of gutta-percha, for use by articulation teachers, for sale; price, 35 cents each, or three for one dollar. Address, F. W. Booth, Mt. Airy, Philadelphia.

OBITUARY.

Mrs. Lida O'Hanra Mansur died at Grant Hospital, Columbus, Ohio, on Wednesday morning, February 7. The news of her death was most unexpected as her illness was of short duration and was thought by her associates not to be serious. Mrs. Mansur was born on a farm a few miles from Columbus. She received her early education in the public schools of the city, later attending a young ladies' seminary, from which she graduated. She then taught several terms in the country schools about her home. By taking a course in a business college she fitted herself to become a bookkeeper, and in 1881 she came to the Columbus School for the Deaf, taking a position as clerk in the Steward's office. "In 1884 she became a teacher in the Articulation Department. Keen-minded and ambitious, she took every opportunity to qualify herself for her work by attending summer schools in the east. In 1898 she was promoted as supervisor of speech. This position she filled with ability and success, working hard and faithfully and securing excellent results." The funeral took place from the residence of ex-Superintendent Amasa Pratt and was attended by the teachers of the school who had been her associates for so many years.

Don Trinidad Garcia, Director of the School for the Deaf, Mexico City, died on February 18, 1906, of pneumonia, at the age of 75 years. He is spoken of as a distinguished statesman and patriot, a personal friend and confidential adviser of President Diaz, and, at different times before assuming charge of the school for the deaf, as having held high positions in the government. An extended biographical sketch is reserved for a future number of the REVIEW.

CALL FOR THE SEVENTH SUMMER MEETING OF THE ASSOCIATION.

To the Members of the American Association to Promote the Teaching of Speech to the Deaf:

The Seventh Summer Meeting (Sixteenth Annual Meeting) of the American Association to Promote the Teaching of Speech to the Deaf will be held from June 27 to July 3 inclusive, at the

Western Pennsylvania Institution for the Deaf and Dumb, at Edgewood Park, Penn. Edgewood Park is a suburb of Pittsburg, within a few minutes' ride by the Pennsylvania railroad or by trolley.

A full programme, now in preparation and to be published later, will be presented during the several days of the meeting.

The Western Pennsylvania Institution building is a beautiful and commodious structure, recently erected, and ample and comfortable accommodations are assured to all who may attend the meeting. A charge of one dollar per day will be made on account of entertainment for those boarding in the building. A proportionate charge will be made to those taking single meals if boarding outside the institution building.

It is hoped that the usual arrangement may be effected for the transportation of members on the "certificate plan," whereby a rate of a full fare to Pittsburg and one-third fare for the return trip may be had. [This arrangement has been effected.]

It is expected that all persons attending the meeting and participating in its proceedings or enjoying its privileges, will enroll themselves as Active Members of the Association. Election to Active Membership involves the payment of the annual dues fee of $2, and all persons interested in the education of the Deaf are eligible as members.

Local arrangements at Edgewood Park are in charge of a Local Committee consisting of Mr. John B. Jackson, President of the Board of Directors, and Dr. Wm. N. Burt, Superintendent of the Institution. It is of importance that all contemplating attending the Meeting make application for accommodations to Dr. Burt at an early date. Arrangements may be made with Dr. Burt for the entertainment of pupils whose presence at the Meeting may be desired for class or illustrative purposes.

All persons wishing to present papers or subjects for discussion should communicate with the Chairman of the Committee on Programme, Dr. A. L. E. Crouter, Mt. Airy, Philadelphia, before May 15, when it is expected the programme will be made up. It is proposed that the programme shall be so arranged as to leave the afternoons at the disposition of the Local Committee who will provide recreation and entertainment for the members

in the form of excursions to points of interest and visits to s
of the great manufactories which abound in and about Pittsb

At the business meeting of the Association there will be elected five Directors to serve three years in place of the retiring Directors whose terms expire in 1906, viz., Alexander Graham Bell, Mrs. Gardiner G. Hubbard, A. L. E. Crouter, Mary McCowen, and J. W. Blattner. Attention of members who wish to make nominations for Directors is called to Article V, Section 2, of the Constitution, which reads as follows: "Nominations for the office of Director shall be made in writing, and placed in the hands of both the President and the Secretary, at least one month prior to the date of election, and no person not so nominated shall be eligible to the office of Director."

The hope is entertained that all members of the Association, and all friends interested in the education and elevation of the Deaf, may make it a point to attend this Summer Meeting of the Association, which promises to be one of unusual interest.

(Signed), A. L. E. CROUTER,
President of the Association,
Mt. Airy, Philadelphia.

Z. F. WESTERVELT, Secretary,
Rochester, N. Y.

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FRANK W. BOOTH, - - EDITOR
S. G. DAVIDSON, ASSOCIATE EDITOR

June, 1906

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The American Association to Promote the Teaching of Speech to the Deaf welcomes to its membership all persons who are interested in its work Thus the privilege of membership is not restricted to teachers actively engaged in the instruction of deaf children, but is extended to include Directors or Trustees of schools for the deaf, parents or guardians of deaf children, the educated deaf themselves who wish to aid by the weight of their influence and by their co-operation the work that has done so much for them, and all other persons who may have had their hearts touched with a desire to show their interest and to help on the work.

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JUNE, 1906.

THE REAL ROMANCE OF THE TELEPHONE, OR WHY DEAF CHILDREN IN AMERICA NEED NO LONGER BE DUMB.[1]

BY FRED DELAND.

CHAPTER X.

CLARKE SCHOOL AS IT IS.

While in 1867, one building sufficed for the single family then embracing all the pupils and their instructors, healthy growth soon made it necessary to divide the school into departments, and instead of one home and one family there are now three separate and distinct families nearly of equal size. One family, containing forty-five young children, occupies Dudley Hall and is classed as the primary department, with a teacher-in-charge, four other teachers, one matron, and four supervisors; another, containing about fifty members, occupies Baker Hall, is called the intermediate department, and is under the care of a teacher-in-charge, five other teachers, a matron, and three supervisors; while the third family, containing about fifty of the oldest and most advanced pupils, occupies Rogers Hall and Clarke Hall, and is classified as the grammar school, having six instructors, a matron, and two supervisors. In addition to these regular teachers the school employs special instructors in gymnastics, sloyd, cabinet work, wood carving, and in drawing. Miss Caroline A. Yale, who has been the principal since 1886, and for sixteen years prior was the immediate assistant and associate of Miss Rogers, states that "by this division and the sub-divisions

[1]Commenced in the June, 1905, number.

in each family and by the emphasis laid, from the first, on the importance of household arrangements and of the family life under the care of teachers and playroom attendants we feel assured that many of the objections to so-called 'institution life' are removed. Each teacher and attendant may know intimately every boy and girl under her care and exercise over each that personal influence which is quite impossible when a larger number is under the care of one person or where teachers do not live in constant contact with their pupils, directing their reading and conversation, sitting with them at their meals, going familiarly out and in among them. Such family life is more expensive it is true, but we cannot doubt that it is well worth the cost."

In her annual report for 1889, Miss Yale said: "The complete separation of older and younger pupils has many and generally acknowledged advantages. A different arrangement of hours, occupations, amusements, and diet is by this means made entirely practicable. In each school and family the number of persons employed as instructors and caretakers is determined with reference to what is judged to be for the best interests of the pupils rather than with reference to the expense incurred. Each department of the school contains as many grades as though the number of pupils were far larger than it is. So that, while we gain all that is to be gained from careful grading, we have also the generally conceded advantage arising from small classes."

In her annual report for 1903, Miss Yale, in referring to the three different departments said: "There are five classes in the primary, six in the intermediate, and six in the grammar. In the primary each teacher retains one class throughout the day; in the intermediate there is some variation in this plan; while in the grammar grades each teacher has, so far as possible, all the work to be done in connection with one or more subjects by whatever class pursued. The teaching of the deaf must always be the teaching of language from the day when the little speechless, wordless child begins his struggle for expression to the day when the world of books opens to him. The teaching of language is, however, often best accomplished by teaching some subject *through* language rather than by direct discourse about language construction. The study of mathematics or science, of history

from text book or current publications, is valuable because of the knowledge of facts gained, but to the deaf child, as to his normal fellow, more valuable for the mental training which each study gives, and to the deaf child beyond question for the mastery of language gained. In this conviction, even in our primary classes, we have introduced more and more elementary science work. It is very elementary, but so long as it excites observation and induces the use of language it is certainly an invaluable aid to language teaching. In the intermediate department, geography has been taught with greater emphasis on the physical facts connected with each subject; more time has been given to nature work and more to stories of American history. In the grammar department, an increasing amount of time has been given to natural science and to current history."

In 1901, Miss Yale wrote: "The first school days for the little child, where life has thus far been play and play only, must be so filled with the new activities of the schoolroom that he shall feel only that he has found new playmates and shall see in the teacher only a new inventor of games and good times. But the teacher is taking note in each game of the child's power of observation and of imitation. She is planning the shortest and surest route by which these little ones may be led out into broader light and knowledge.

"To enlighten the understanding of these little ones, some child from a more advanced class is called in and as the teacher speaks such words as 'run, jump, walk, a ball, a top, a cow,' the little fellow proudly runs, jumps, and walks, showing by actions that he knows what these verbs mean, and pointing to the toys and models about the room, showing that he has learned the names of all these.

"Another exercise proves of intense interest to the little people. One of their number is placed with the side of his head against the wall slate and the teacher slowly draws the child's profile and the outline of his head. Then as she points to chin, lips and nose each child assures her of his full understanding of her drawing by pointing to that part of his own face which corresponds to the part of the drawing designated. Then the teacher parts the lips of her picture, and one by one the lips of the inter-

ested little faces before her open. Then the teeth and tongue are drawn in the picture. Now the interest becomes intense as the children follow with moving lips and tongue the rapid crayon of the teacher. *She* knows that she is teaching them to put the lips and tongue in position to produce the sounds of the letters. *They* only enjoy the new game.

"Then a new wonder—the teacher again calls in a child from a more advanced class and points to one object after another about the room. This child who is so wise speaks the name of each object. No need of urgency now. What this child has done they can do. Eager little lips produce the sounds of letters, babble syllables and easy words, then patiently follow the teacher's guidance while they set words in order for sentences...."

The difficulty experienced in satisfactorily grading deaf pupils has been accurately described by Professor Davidson, who says: "In schools for the deaf the difference in the rate of advancement of the bright, the average, and the dull pupil is much greater than in ordinary schools, and the problem of grading is still further complicated by the fact that progress is so frequently irregular as regards the different branches of study. Some pupils, from the accident of having lost their hearing later in life than others, may average high in language and in those studies requiring primarily an understanding of language, and yet be very deficient in certain subjects and in the mental development they are intended to provide. To promote them under the usual method of classification means that they will always remain deficient in these respects, while to keep them back, compelling them to review in its entirety the work of the grade, cultivates in them habits of indifference, inattention, and indolence, from lack of necessity to exert themselves during a large part of the time, that will not only interfere with their future progress in school, but are in themselves defects of character that it should be the first and the constant aim of education to correct. As a matter of fact, the bright pupil of the lower grade seldom distinguishes himself in the more advanced studies, or does as well after graduation as those who were reckoned average or dull. The discipline of hard work does more to determine character and ultimate advancement than any amount of knowledge acquired

from books or teachers. What is needed is a system of classification that will make it possible to give each pupil the instruction he requires in each subject of the course so that there will be orderly progress in the several branches and all may enjoy the full measure of mental and moral discipline from constant employment at tasks suited to their ability. This is most likely to be found in an arrangement of departmental teaching that will enable a pupil to take some subjects in one grade and some in another."

A former member of the Clarke training class has written that the Clarke school "is fortunate in its location; in its means of support and freedom from political control; in its unique system of management; in the uniformity of its methods; and in sustaining a teaching corps who have been trained uniformly. The school has a distinctively home feeling pervading it, more than is often possible in larger schools for the deaf.... Oral schools are criticised because speech is often made the aim at the sacrifice of mental development. In the Clarke school mental development is the aim reached through language, and this by means of speech and writing—speech because it is a helpful medium and an aid in the very development sought, and writing because this is the standard by which, as we must all concede, our work in any method is to be tested...."

At the twenty-fifth anniversary of the opening of the Clarke school, Miss Yale stated: "The formation of the *speech habit* and the *reading habit* are considered of paramount importance. First let the child come to spontaneously express himself in spoken language and look for that in others, and, second, let him be shown the delightful things that are to be found on the printed page. The acquisition and use of language come with the effort of the child to put his own thoughts into words and to get the thoughts of others from their spoken or written words. Could each child have always by him an enthusiastic and devoted teacher, making language alive and real to him every hour of every day, as Helen Keller has had, Helen's rapid acquisition of language would seem less a miracle. Ordinarily, however, it is from the printed page that our pupils must acquire the greater part of their language beyond the primary grades and in after-school life. It is therefore a chief object with us to induce and

foster the reading habit by school-room exercises of various sorts and by providing the pupils with an abundance of books, magazines and papers carefully selected and suited to each grade. It is, if possible, more true of a reader among those without hearing when compared with his fellow men than of one in the world at large that 'the lover of books is the richest and the happiest of the children of men.'"

Shortly before the Chelmsford school was transferred to Northampton, Mrs. Henry (Mary A.) Lippitt, of Providence, sent the sum of $150 to Miss Rogers to be used in helping to pay current expenses. Fortunately the money was not required and was later returned to Mrs. Lippitt, who added $350 to the original sum and presented the $500 to the Clarke school as the "Jeanie Lippitt Fund," the income to be divided as follows: "Two prizes to be given each year to the pupils who make the best progress in articulation; and two smaller prizes to the pupils who make the most progress in penmanship and written language." (Incidentally, it may be added that through the influence and generous aid of Mrs. Lippitt, a class of children was formed in Providence, in 1877, which later formed the nucleus of the Rhode Island Institution for the Deaf.) Later, Miss Lippitt left the division of the income to be spent in prizes entirely to the judgment of the principals of the school. The present book value of this fund now exceeds $2,170. Mr. Whiting Street left a legacy of $1,000, which was paid by his estate, and was suitably invested, and now has a book value exceeding that amount. Roscoe Green, the Chelmsford pupil, whose conversation with Jeanie Lippitt at Mrs. Quincy's reception made such a deep impression on the legislative committee, bequeathed $2,000 to be absolutely at the disposal of Miss Rogers and to be paid out "in such manner and at such times as she may see fit." The full amount passed into the hands of the executor, but, it is recorded, he only paid over the sum of $431.57, "and that ten years after the proper time." The present book value of this fund exceeds $500. In 1904, through the influence of Miss Rogers, the school received the sum of $2,000 from the estate of the late Robert Charles Billings, the income from which will be used to advance the interests of the pupils.

A paragraph in the annual report of the Principal for 1899 reads: "Mr. E. W. Gilmore, of North Easton, moved to a deep interest by the education of a grandchild, a pupil in the school, has with his wife erected and furnished a gymnasium for the physical development of the children gathered here. The cost of the building and equipment will be about $15,000." And Miss Yale added: "No event in the history of the school for many years has aroused such enthusiastic delight as the beautiful gift of our friends Mr. and Mrs. Gilmore. The gymnasium building is itself most attractive and most complete in all its appointments. The lower floor contains a fine bowling alley, cloak rooms, instructor's room and lavatories with shower baths. On the upper floor is the gymnasium proper with running-track. The apparatus is largely that of the Swedish method and is of the best grade. The teacher in charge of the gymnasium work is a graduate of the Boston Normal School of Gymnastics and has had experience in teaching. The Gilmore Gymnasium, with its admirable equipment, must prove an invaluable adjunct to our work, for which the pupils and their parents as well as the officers of the school are most deeply grateful."

Five years later the annual report contained this sympathetic appreciation: "The Corporators of the Clarke School for the Deaf, having learned with deep regret of the death of Mr. E. W. Gilmore, desire to place on record their appreciation of his thoughtful and loving assistance and to express to his wife and family their sympathy in this great bereavement. His generous gift of a gymnasium building to the Clarke School has been of inestimable service in the training of our pupils and has greatly promoted a healthful development of both mind and body. In many other ways Mr. Gilmore has shown his deep interest in our school, and we mourn in his death the loss of a generous benefactor as well as a sympathetic friend."

For more than twenty years a normal training class has been maintained by the Clarke school to supply itself with a high grade of trained teachers of the deaf, that is, hearing teachers, for the deaf rarely make suitable teachers for the deaf under the oral method. The exceptional qualifications displayed by the graduates of this normal class for the work they entered upon, led

the American Association to Promote the Teaching of Speech to the Deaf, in 1892, to request the trustees of the Clarke School "to enlarge the training class so as to supply teachers for other schools." Thus, since September, 1892, a few students have graduated each year from this teachers' training class for the purpose of entering other institutions. During this period of twelve years over eighty teachers of articulation have graduated, all but two of whom were women. With increased facilities the number could easily have been doubled or trebled.

On October 8, 1890, in referring to the help the movement might gain from a practical training-school for teachers, Miss Yale wrote: "The attempts made in our own school to assist teachers to fit themselves for the work make us more eager for the help we may anticipate from such a school. When well-trained teachers can be secured, we may be sure of better work; sure, too, that entering teachers will not be overburdened in the attempt to fit themselves for the work they must at the same time be essaying to do. The ease in work as well as the skill of a well-trained workman is a matter of greatest importance. It may be possible for a principal to admit one or two persons to gather what they can from instruction given to entering teachers, but the school and its immediate needs should always be considered paramount, and the general work of training teachers, if it is to be done in the best way, must be relegated to other hands. If graduates of normal schools and colleges for the hearing may pursue an additional course of instruction whereby they may furnish themselves for the special work of giving speech to the deaf, better days are surely coming for the nine thousand pupils in the schools for the deaf in America."

That the beneficial and far-reaching influence for "good growing out of the establishment of the Clarke School is not to be measured by the number of its pupils," is shown in the following excerpts from the report of the Principal of the Texas State School for the Deaf, Prof. J. W. Blattner, "who has practiced for a quarter of a century, methods quite other than the one that he so warmly commends":

"As forecasted in this paper last June, the Principal and nine teachers went to Northampton, Mass., at the close of our

school to take a special course of training and observation in speech training at the Clarke School for the deaf. They arrived there about two weeks before the close of that school, and had thus a good opportunity of seeing it in operation. Miss Yale and her assistants gave them a cordial welcome and the freedom of their school. In the daily observation they saw much of the routine work of the classes, and gathered many a useful idea as to the methods pursued. In the primary department, under Miss Leonard, they observed the methods pursued in sense training and the first steps in the teaching of speech and written language. In the intermediate department, under Miss Gawith, they saw the Northampton methods of teaching written and spoken language applied to higher grades, together with excellent work in numbers, natural history, and the beginning of geography. The advanced department under the immediate supervision of the Principal, Miss Yale, presented a continuation of the methods of language teaching and very fine work in geography, history and arithmetic. The spoken and written language-work from the primary to the highest grades was so adjusted that it dove-tailed and harmonized thoroughly. There seemed to be little written work anywhere without its spoken complement. The results secured in speech and the command of English, as observed by our teachers without bias, are most excellent.

"Miss Yale informed us in the start that no part of intellectual development was sacrificed to speech, that the ultimate aim is education, mental development, to which every phase and feature of the work must contribute. This, she said, was and always had been the policy of the school.

"Such a claim would seem rather extreme to those who oppose the pure-oral method, but candor compels us to say that our two weeks' observation of the class-work, during which time we were given an exposition of the methods pursued in the school, from the lowest to the highest grades, and of the attainments of the pupils, went a great way toward confirming the claim. Indeed, we do not hesitate to praise all the work seen at the Clarke School. The results attained in the English branches and in speech are, in a word, fine. There is an air of study, thought, and refinement about the whole place, and the zeal, the

esprit de corps of officers and teachers, is worthy of imitation. We go further and say, with no desire to reflect upon the good work done anywhere, that representatives of other schools, and among them not a few of our boasted combined-system schools, may learn lessons of great value from this pure-oral school at Northampton. Our self-esteem will even allow us to confess that we did. The ideas gathered up in school-room, shop, chapel, and dining-room at the Clarke school, and the special instruction received during our month's stay there, will be an aid and an inspiration to us in the years to come, and will certainly manifest themselves in improved results at this school."

At the 1899 Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf, the late Dr. J. C. Gordon offered a resolution that was unanimously passed by a standing vote, tendering the grateful thanks and high appreciation of the Association to Miss Yale, and adding: "The resolution is very imperfect because we wish also to express the thanks of the whole profession, and of all who are interested in any way in the welfare of the deaf, for the influence which Miss Yale has exerted from this mount of advantage upon every school in the land. Her daughters are with us, and I am sure her grandchildren will 'rise up and call her blessed' in every school in the land."

CHAPTER XI.

John Clarke of Northampton.

John Clarke was a son of Samuel Clarke, who was a merchant in Northampton from 1796 to 1822, a period of 26 years. In 1810, at the age of 21 years, John and his brother Samuel were admitted as partners in the father's business. John continued in business in Northampton until 1848, when he retired from active management. That same year he was chosen president of the newly-established Holyoke Bank, which office he held for nine years. Until his death he remained a director in the Northampton National Bank, the institution that absorbed the old Holyoke Bank. Commenting on Mr Clarke's death, the editor of the *Gazette and Courier* said: "Few men have lived in this town

who in their lives possessed more of the love and esteem of the community, or who died more universally lamented."

On Friday, July 2, 1869, Mr. John Clarke was taken ill and his physician pronounced it a case of pneumonia, though not a dangerous one. But on Sunday morning he suffered an attack of paralysis, became unconscious and so remained until he passed away about seven o'clock Monday evening, July 5..

In his will, dated February 10, 1869, after making gifts to his heirs and to others, and bequeathing $40,000 to the public library of Northamtpon, Mr. Clarke provided a fund of $200,000 in gold for the institution, and made it his residuary legatee. In accordance with the terms of the will, the executors transferred the sum of $223,250 in currency on November 21, 1870, and on the closing of the estate transferred the further sum of $32,749.49 as the residue. This made the total of Mr. Clarke's benefactions to the Clarke Institution $306,000, a sum far greater than ever before had been contributed by any one individual for the education or the relief of the deaf, and one of the largest ever given by an individual to one institution. According to Mr. Clarke's will the legacy of $256,000 was "to be held by said institution as a permanent fund and endowment for the benefit of such branch of said institution as may be established or maintained in said Northampton."

In his annual report dated February 8, 1870, President Hubbard paid reverent tribute to the memory of "the founder of our institution and its early and constant friend.... Mr. Clarke was born, and always lived, in Northampton. By his industry and accuracy, his strict honesty and frugality, he accumulated a handsome property, from which he gave to the worthy objects of charity that were presented to him. From his modesty few were aware of the amount thus yearly bestowed. Before the death of his wife and only child, several years ago, it is known that he had for some years felt the importance of a school for the deaf in Massachusetts. His interest in this subject was probably first aroused by his own deafness, from which he suffered greatly during the last years of his life, and was strengthened by his acquaintance with Miss Dudley; but it was through the message of Governor Bullock to the general court in January, 1867, that

the public first became aware of his intentions. Governor Bullock said: 'Assured as I am, on substantial grounds, that legislative action in this direction will develop rich sources of private benefaction, I have the honor to recommend that the initial steps be taken to provide for this class of dependents within our Commonwealth.'.... When it was first proposed to name the institution after Mr. Clarke he modestly declined, and suggested that it should be called the Massachusetts School. It was only after repeated solicitation that he gave his consent. As soon as the corporation was organized, in July, 1867, a committee waited upon Mr. Clarke, who expressed his readiness immediately to transfer to the institution the sum of $50,000. He imposed no conditions, leaving the disposition of principal and interest entirely to the discretion of the corporators In 1868 he purchased a lot of land for the institution, but on learning that objections would be made to the location he sold it, without even offering it to the corporation. He always took great interest in the school, and was much pleased with the children and their progress....

"It has been voted to procure a likeness of our benefactor, to be hung in the school-room, that those who in future days may be blessed by his gift shall be taught to remember him to whom they are so deeply indebted, and that 'in coming years, when we shall have passed away, and our agency in this labor of love shall have been forgotten, successive generations of the silent restored to speech, shall articulate with gratitude the name of John Clarke of Northampton.' "

CHAPTER XII.

"The Benediction of many Hearts will Follow Her."

For nearly twenty years Miss Rogers was the principal of the Clarke School. On her fiftieth birthday, April 12, 1884, she was the recipient of many valuable gifts from teachers and pupils and former pupils; addresses were made, congratulations extended and a memorial tree planted in front of Rogers Hall. During all those years Miss Rogers had been a sufferer from bronchial ailments, and, in 1885, she tendered her resignation as

principal and spent the winter in Colorado. As her physicians expressed the belief that a year in the west might bring an improvement in health that would enable her to again assume the duties of principal, the corporation refused to accept her resignation. A year later her physicians decided that she could not live in the New England climate and continue at her important post. So she again tendered her resignation, which the corporation accepted on October 16, 1886. In severing this connection the corporation tendered to Miss Rogers "heartfelt sympathy" and recorded the following expressions of regret in the annual report dated October, 1886:

"This Institution has to lament the loss of its Principal, Miss Harriet B. Rogers, under whose able management for seventeen years, it has grown from a small beginning to its present prominence and prosperity. Subject to a bronchial infirmity at times, years before her connection with this school, in the summer of 1884 this infirmity assumed such a serious aspect that she was professionally advised to rest from labor and spend a year in Colorado. At the end of the year, it was still thought unsafe for her to resume work in our climate and her leave of absence was continued another year. The result was not encouraging, and she was then advised by several physicians that, while prolonged life and usefulness even were possible to her in Colorado, she could not long endure the climate of New England, and she tendered her resignation. Much as this Board regretted it, acceptance of the resignation seemed unavoidable. Of the continued salary which was voted to her first for one year and then for a second year, she availed herself only in part. This Board cannot forbear to express in this connection, their unfeigned regret at her constrained resignation, as well as their high and grateful appreciation of her long services, and of her unselfish devotion to the best interests of the Clarke Institution. Apart from the beneficence of its founder, they feel that to her wise administration mainly are due its present reputation and usefulness. But this Board is fortunate in having in the associate principal, Miss Caroline A. Yale, a person worthy to be Miss Rogers' successor. Her long experience in the school, her demonstrated ability, and her successful management as acting principal the past two years, are

a guaranty that the Institution will receive no detriment at her hands."

The following resolutions express the feelings of the corporators of the Clarke Institution at parting with Miss Rogers, more formally than was done in the preceding report:

"WHEREAS, The Principal of the Clarke Institution, Miss Harriet B. Rogers, under whose able administration for seventeen years, it has grown from a small beginning to its present prominence and usefulness, is compelled by physical infirmity to resign her position:—

"*Resolved*, That we accept her resignation only from necessity and with unfeigned regret, and that we assure her of our high and grateful appreciation of her long and faithful service, and her unselfish devotion to the best interests of the Clarke Institution.

"*Resolved*, That we tender to her our heartfelt sympathy in this trying arrest of her labors, and her isolation from a loved home and friends; but that we congratulate her upon leaving behind in the reputation and usefulness of the Clarke Institution, a lasting memorial of herself and her work.

"*Resolved*, That the foregoing resolutions be put on record, and that a copy be sent to Miss Rogers, to the Northampton newspapers and to the *Springfield Republican* for publication."

In her annual report for the year 1886, Miss Yale, as the acting principal of the Clarke School, wrote: "In submitting the report for the year ending August 31, 1886, we are deeply pained to record the continued absence of our principal, Miss Rogers. With the close of the year, her official connection with the institution ceases. It seems fitting, were it possible, that there should be at this time some adequate recognition of her value not only to this institution but also to the cause of deaf-mute education throughout the country. From the opening of the institution until failing health forced her to resign her work this has been pre-eminently 'Miss Rogers' School' and abroad is usually so designated. *To no other single person does the cause of oral teaching for the deaf of America owe so much.* Steadfastly refusing to engage in controversy, she has left it to results to prove the value of her methods. To those who, through years, have been associated with her in the intimate relations of family and school life, her loss is irreparable. Her philanthropy has been world-wide in its outreach and her interest in every educational devel-

opment unbounded. To her own work, her life has been given up with a devotion absolutely self-forgetting. This work, which she has done so faithfully, she is now forced to relinquish. Those of us who are left to go on without her may well pray to be found as zealous and faithful as she has been. We trust that for many years yet, we may be able to avail ourselves of her wise counsel and sound judgment. Wherever she goes, the benediction of many hearts will follow her. Her name will never cease to be a treasured household word in the school and family where for so many years she has been in deed, as in name, 'The Principal.'"

And the editor of the *American Annals of the Deaf*, in announcing the retirement of Miss Rogers from active service, wrote: "The services that she has rendered to the Clarke Institution and to the cause of articulation teaching in America, *in which she was the pioneer*, can never be forgotten; while the fairness and friendliness with which she has looked upon all earnest efforts to advance the welfare of the deaf, however much they might differ in method from her own, have made her generally esteemed and beloved. We all rejoice in the noble work she has done and feel sincere regret that she is obliged so early to relinquish it."

The high esteem in which her opponents in educational methods held Miss Rogers, was indicated in many official actions. For instance, in August, 1872, she was elected vice-president of the National Conference of Principals of Institutions for the Deaf and Dumb, at the convention held at Flint, Michigan, an office she held for three years. Then from January, 1880, until her retirement in March, 1887, Miss Rogers was a member of the standing executive committee of the Convention of American Instructors of the Deaf. She was a welcome participant in the discussions at the respective conventions, even though a majority of the delegates did not then favor the teaching of articulation and speech-reading. The Oral Section of the fourteenth Convention of American Instructors of the Deaf, held at Flint, Michigan, in July, 1895, transmitted, by resolution, "loving remembrance on behalf of this section .... in recognition of the personal worth and professional labors of Miss Harriet B. Rogers, first principal of the Clarke Institution." And on May

9, 1899, at the Quarter-Century Anniversary of the National Deaf-Mute College in Washington, the honorary degree of Doctor of Humane Letters was conferred on Miss Rogers, "as also on several others eminent in the education of the deaf in this country and abroad."

At the World's Congress of Instructors of the Deaf, held at Chicago, in 1893, Dr. A. L. E. Crouter, principal of the Pennsylvania Institution for the Deaf and Dumb, in a valuable contribution on "Statistics of Articulation Work in America," in which he gave Miss Rogers due credit for the very important part she played in "this tremendous reversal in methods of teaching the deaf," testified that from her school "have gone out many trained teachers to do willing missionary work in other fields, and an influence favorable to speech and speech-teaching that seems to be boundless in its potentiality and resistless in its all conquering march."

On May 3, 1886, Miss Rogers, while in Boulder, Colorado, wrote to her colleagues, that her physician was not willing to assume the responsibility of her taking a trip to the coast to attend the eleventh convention of the American Instructors of the Deaf, to be held in California; and that she "was unwilling to do anything that might hinder recovery and so prevent returning to work in the autumn." But she urged that official action be taken dropping the words "and dumb" from the name of the *Annals*, and from the title of the convention. Mr. Fay recommended that the convention "change the name of their periodical from *American Annals of the Deaf and Dumb* to *American Annals of the Education of the Deaf*." The records show that "the committee acted favorably on the suggestions of the editor and of Miss Rogers, and now recommend that hereafter the *Annals* be called *The American Annals of the Deaf*, and that the convention assume the title of 'The Convention of American Instructors of the Deaf.'" The committee's recommendations were unanimously adopted.

In his annual report for the year ending September, 1, 1875, Mr. Hubbard wrote: "It is very generally believed that the system of instruction in the Clarke Institution is modeled upon that of the German schools. It is therefore due to Miss Rogers

to say that when our school was started, she knew only the fact that, in Germany, the deaf were taught by articulation. She visited several European schools in 1871, studied the methods pursued, and adopted such ideas as she thought of value to our Institution."

In 1870, again in 1871, and during several following years Mr. Hubbard visited many of the Continental institutions for the deaf, as well as those in England, to gain ideas and suggestions that would enhance the value of the oral method employed at the Clarke school. In this manner he freely contributed several thousands of dollars to the promotion of the education of deaf children. On July 8, 1871, Miss Rogers sailed for England to visit the schools for the deaf there and in Europe and remained eleven months. Finding the London institutions closed for the summer vacation, she went direct to Germany and devoted two months to the study of the German language and to local trips. Then she went to Vienna, where she remained until the following February, daily visiting a private school having a dozen deaf pupils, and also the Jewish institution, carefully observing the methods of instruction, and sending home helpful suggestions each month. She spent the month of March in Italy, and then went north, visiting institutions in Switzerland, Holland, Germany and England, and sailed for home May 16, 1872. In her official report she wrote: "With a single exception I was everywhere received with great kindness, and in some cases with marked attention.... Of the twenty-two deaf-mute institutions visited, fifteen employ the German, and seven the French system. No one of the fifteen uses the manual alphabet, the Berlin Institution having now relinquished it. Seven of these use but few signs; two or three employ little more than a few natural signs in early instruction. In the other institutions pursuing this system, there seems to be little uniformity in the use of signs, some teachers using a great many, while others in the same school consider them a hindrance and make very little use of them.... I know of no school in Germany using the French system."

In June, 1884, Miss Rogers, in reply to the question whether she believed that the best place to learn methods of articulation

was in German schools, replied, "I have preferred, instead of getting all my ideas on methods of instruction based on one school or one country, to get from all countries and from all schools. I visited some of the best German schools and got some very good ideas in 1872, but I should not wish to be bound by the methods taught in any one school whether in Germany or in this country."

At the close of the school year, in 1882, in commenting on the letters received from former pupils and from parents and friends of pupils, Mr. Sanborn said: "We may have every reason to be encouraged in the difficult work that Miss Rogers and her associates have here undertaken. For we wish you to understand that this little empire on Round Hill, like the great British empire, is governed by a woman; and that the work done here has been almost wholly by women. The gentlemen of the Corporation and those who manage the pecuniary affairs of this Institution, are only too glad to commit the management of these children and the incessant task of their education to the patient hands, the active tongues, and the conscientious fidelity of women, without which we could never have hoped for success...."

In April, 1904, Miss Rogers visited the Clarke School on her seventieth birthday, and at the request of officers and pupils held an informal reception during the afternoon. She often remembers the school with gifts, but on this occasion she presented "a box of valuable books from her own library and a birthday gift of money to be expended for the school." Miss Rogers was also successful in securing for the school a legacy of two thousand dollars from the Robert Charles Billings estate, to constitute a fund the income of which is to be used for the general purposes of the institution.

Miss Rogers was born in Billerica, April 12, 1834, and is now residing in North Billerica, the Massachusetts town in which for a year she taught her first deaf pupil. It is needless to say that she is beloved and revered by hundreds of her former pupils, by all friends of the deaf and of the cause of their sensible education, and surely, wherever she goes the benediction of many hearts follows her.

(*To be continued.*)

EVERY-DAY LANGUAGE.

WARREN ROBINSON, DELAVAN, WISCONSIN.

There is no more important subject in the instruction of the deaf than every-day language, the very key to newspapers, books, and ultimately to the world's storehouse of all that is best in literature, science, and art. No course of study for the deaf is complete where free and ample room is not left for this work.

That the foregoing assertion may not appear too sweeping let us for a moment consider the three general classes of the deaf with reference to English. First, those who acquired their language before they became deaf; second, those who hear so well that their language comes to them through the agency of sound; and third, those who, whether oral or manual pupils, are practically foreigners in their native land, and it is this last class that form the majority of the deaf and the ones with whom we are really concerned. Bear in mind how limited are their opportunities for the use of English both at home and at school, to say nothing of the undeveloped, if not peculiar, condition of their language faculty. In view of the little use all too many of them make of it, I am afraid there is an overestimation of their ability to peruse papers and books with interest and appreciation. For them, the three principal means of acquiring every-day language in order of effectiveness are writing, finger-spelling, and speech. This is neither a reflection on oral teaching nor a depreciation of it, for articulation is one thing and language another. Even spoken language in the public schools is being more and more replaced by the written form and one object of this paper is to emphasize the latter in schools for the deaf where, in the main, impressions come through the eye, not the ear. Well did Bacon say, "Writing maketh an exact man."

I knew a case where an employer and his deaf employe had to carry on their intercourse by writing, and the deaf man's folks began asking him how his language had improved so much in so

short a time. I once had a pupil whose command of language was a surprise. Upon investigation it was found that her folks spelled to her at home.

There can be no question that if teachers in both literary and industrial departments would speak, spell, or write more persistently and fully it would be a great help to the pupils in picking up more language. Another drawback that must not be overlooked is the fact that, for various reasons, the process of language assimilation goes on much more slowly than the pupil's general advancement in other directions. Then there is the matter of difference in taste or natural ability. To my mind the most reasonable success in every-day language is attainable not so much by any method or device as by keeping everlastingly at it—making it a living daily issue, particularly in connection with whatever interests the pupil, or is uppermost in his mind. It should be removed as far as possible from routine or anything that savors of the analytical or mechanical. Expression should be complete, correct, and above all idiomatic. This should be uniformly insisted upon from the beginning of school life to the end. A mistake made here will not only be a hindrance to future progress but may stick to the pupil all through life. Avoid unnecessary detail—the describing of processes. Throw the pupil on his own resources and it will compel him to remember and think. Rejecting papers, or returning them for careful revision by the pupil himself, is a very effective way of securing better work. But in all this we must be careful not to require children to make bricks without straw, or expect their compositions to have the orderly arrangement of the trained writer. All first efforts are crude, and logical ways of thinking and the proper placing of the various parts of a composition come only after long instruction and patient practice.

Three letters have come into my possession by accident, one of which was written by a mute, one by an oral pupil, and one by another mute. The language of the first two indicated a shocking ignorance of even the rudiments of English, while the third evinced an equally remarkable knowledge and command of it. Being personally acquainted with all of the writers, and taking everything into consideration, it is hard to believe that

the first two would not have done better had they had the right kind of instruction.

And finally, keep away from pupils the books that are not written in idiomatic English, for some prepared for the deaf in the past are certainly not free from this fault. In connection with this point a general observation made editorially by the writer in the Wisconsin Times two years ago may not be out of place. It was this:

"That the school courses for the hearing throughout the country bear a general resemblance is one of the strong reasons why the courses in schools for the deaf should be as near to them as possible, that is, in the books employed, the subjects taught, and the language used, most emphatically so in the case of the last named subject. There is neither wisdom nor profit in giving the text-books for the deaf any peculiar construction or phraseology. Rather every effort in the power of the school for the deaf should be bent toward drawing the deaf nearer and nearer to the world of the hearing in knowledge, language, habits of thought, social customs, etc., so that when the deaf young man or woman passes from under the fostering care of a school for the deaf, the transition may be as unconscious as it is possible to make it. It has been said the teacher makes the school, not the books. The argument that the language of books for the hearing is too difficult for the deaf no longer holds. For simplicity of language, naturalness of tone, and beauty of illustration, no books for the deaf published either in the past or present can be beaten by the thousands now printed annually for the hearing. We must deliver ourselves from the slavery of books and routine and use both, just as the skilled workman handles his tools."

Before telling, in a rather running and disconnected way, some things I am attempting in the line of every-day language, I wish for a moment to dwell on three other things. It cannot be too strongly or repeatedly impressed on the minds of pupils that they must be very careful about using new words or expressions, unless pretty sure of their ground. The answer of the foreign servant girl, on being asked how she managed to write a letter in such pure and idiomatic English, that she used only those words and expressions which she was sure she understood,

so clearly illustrates this point that further comment is unnecessary. The value of the practice of having pupils ask and answer questions cannot be over-estimated. It not only has a salutary effect on the whole tone of their language but is to them an indispensable preparation to intelligent intercourse with the great world about them, for what people have to ask more questions than the deaf?

For a long time it has been my custom to bring the daily paper to the school room, and judging from the way it is read, it is impossible not to believe that much good comes from it. Frequently, during a lull in the work, pupils are asked to give the gist of some important piece of news. Just before recitation in my advanced class, once a week, pupils are required to write up something they have read in the newspaper. Lately I have secured a copy of one of our local weekly papers, The Delavan Enterprise, for class use, chiefly because it deals with the same kind of news, events, etc., that their own papers do at home. Only last week a boy handed in a letter to be corrected that was written the same morning the local paper arrived, and there, condensed with words to suit and intelligently detailed, was an account of the death of a prominent woman, as given on the first page of the paper.

As the case may be, to help the children acquire more of the language of their surroundings, etc., pupils are taught the names of all the teachers, officers, and employes, what they are by profession, trade, or occupation, and what they do; also the names of the school buildings and their departments, some language of the trades, professions, and occupations. I made a suggestion some years ago, in a paper on Primary Geography before the Teachers' Association of the Wisconsin School, that every building and department of the same be labelled with its name. Carrying this a little farther, every industrial instructor should require his or her pupils to carry a book containing the nomenclature and language of the particular branches they teach. It is hardly fair to expect these things of the teachers in the literary department.

Miscellany: Direct and indirect quotation; sayings or proverbs, (my classes have already had some one hundred and

seventy-five); tests in reading fingers; reproducing conversations; writing out things that are done before the class; reproducing something told the previous day; use of connectives, as *when, if, since,* etc., in sentences; use of *in* and *ago*; language of games, sports, the weather, and holidays; of incidents and accidents in which the children are interested; of marriage and birth; of sickness, death, and burial; filling up newspaper headings; dictation; questions asked and answered by the pupils themselves; questions at random with words such as *when, how,* etc., furnished by the teacher; questions on subjects as home, school, Sunday; asking things for one's self; asking for work or assistance; questions such as are used in buying and selling; changing statements to questions, or a sentence containing a phrase to a question.

More connected composition: Descriptions of different members of the class; journal or news writing; every-day language of the four seasons; describing pictures; how days are spent at school; what the pupils do during vacation; going home; brief compositions on common subjects, as apples, corn, dogs, etc., which contain little else than every-day language; promissory notes; invitations; business letters, etc.; biographical and autobiographical sketches; pupils describing their places of residence with the assistance of a gazetteer of Wisconsin; stories; journeys; etc.

Some of my published writings related to the subject are: "A New Device in Teaching Language," Annals, Vol. 43, No. 2, page 78; same Vol., No. 3, page 170. "A More Thorough Course in English," Silent Educator, Vol. 1, No. 3, page 59; the "Note Book," Annals, Vol. 48, No. 3, page 237; "The Relation of the Deaf to Language," (i. e., English), Wisconsin Times, Jan., 1902; and a "Suggestive Manual for the Use of Parents and Pupils," Wisconsin School for the Deaf, 1904.

CREDO

BY FRANCIS H. E. O'DONNELL, BERKELEY, CALIFORNIA.

The parents of a deaf child yearn to hear it speak. The dual experience of the writer after thirty years as a teacher of the Deaf, by speech, by writing, and by finger spelling, has not made him super-sanguine of the possibility of success in *every* instance.

Enthusiastic parents, who are without the experience of the teacher, and partly experienced but less vitally interested instructors, constantly acclaim the certainty of speech for the Deaf.

Common honesty compels the conviction that the Gargantuan obstacles are in many cases either in part or altogether unsurmountable. In a few especially favorable and favored instances they are almost, but never completely, overcome.

What constitute the barriers to the attainment of perfect articulation by the Deaf? The full possession of all the possibilities of articulate sound is not attainable by every normal hearing person. How many there are who cannot learn to sing, to whistle, or to play a tune! How many who cannot recognize a piece of music when they hear it repeated! How many who are never able to acquire a foreign language! How many who cannot learn to read with correct emphasis and inflection!

Eyesight, intellect, and the faculty to recognize vibratory differences by the sense of touch, are factors of vast importance to the deaf pupil who desires to approach the natural in voice, and attain the practicable in lip-reading.

Aphasia is the loss or impairment of the power to use language, especially articulate speech. It is a deficiency more frequently encountered in the deaf than among hearing persons. In extraordinary cases, though the hearing be unimpaired, aphasia prevents the comprehension of the meaning of sound received by the ear. A result of cerebral disease, aphasia does not necessarily impair the mental powers. When aphasia is ataxic, it renders the subject unable to express ideas. Amnesic aphasia is chronic forgetfulness; whilst sensory aphasia, mani-

fested in persons of acute hearing as well as in the deaf, gives word deafness and word blindness, and thereby complete inability to comprehend both spoken and written language.

Lip-reading is easily rendered impossible. Zymotic and other inflammatory diseases of the blood and mucous membrane are responsible for a large percentage of acquired deafness and blindness. These diseases frequently leave defective vision in conjunction with the loss of hearing. Large numbers of the Deaf wear, or should wear, spectacles. Hence defective eyesight is a serious detriment to the learner of lip-reading. It needs keen, quick vision to successfully follow the visible motions of the vocal organs in speech. The gutturals of any language are guesswork to the lip-reader.

Variations of light, distance from the speaker, alien accentuation, brogue, patois, imperfect and ungrammatical language, impediments in the utterance of the person speaking (such as lisping, stuttering, split-palate, etc.,) are common and formidable obstacles to lip-reading by the Deaf. Even whiskers and mustaches act as barriers; yet it would be absurd to demand that every man shave clean in the interests of the few Deaf he may chance to meet, or who may choose to meet him.

It is practically out of all reason to expect any lip-reader to follow an ordinary conversation at the average rate of 150 words a minute. It might be possible if the speaker possessed a no more extensive vocabulary than the 420 words of the Calabrian peasant.

The best lip-readers among the educated Deaf, met by the writer during the past thirty years in Europe and America, have one and all agreed that lip-reading is, to a large degree, educated guess-work. The lip-reader, like the transcriber of reporting stenography, depends much upon the context for a clue to the sense of what he sees spoken. Rapidity of thought, a large vocabulary, versatility of education, mental ingenuity, mind-reading or telepathy, and considerable *savoir faire* are prime factors to the lip-reader's success. Once the back is turned, the lip-reader is lost. No lip-reader has attained, outside the family circle, that close communion with the hearing world which is the common possession of the normal person.

This article is not written to discourage the Deaf who would acquire a facile use of speech and lip-reading, neither is it intended in any sense to condemn oralism. The facts are narrated in order to place the whole subject before the uninitiated in light of truth. *"Magna est veritas, et prævalet."*

The most exaggerated and erroneous assertions are made, innocently, by those who have heard, for the first time, a congenital mute utter spoken words, or read simple colloquialisms from the lips of a teacher or friend. The hearer is *dumbfounded* at the seeming miracle, and in his zeal and enthusiasm unduly magnifies the possibilities of oral instruction.

The acquisition by the congenital deaf of sufficient speech for the ordinary uses of daily life, is a monumental task to the pupil and a cyclopean labor to the teacher. It is doubtful whether either fully appreciates the great work of the other. In many cases this miracle of patience and perseverance may be manifested, and *whenever possible it must be done.*

The intelligent, patient, faithful labor of the teacher is the essential in all education; and especially in the instruction of the Deaf. It matters not what be the system employed, given the true teacher and the industrious pupil and truly remarkable results become a possibility. Teachers of the mould of Matthew Arnold are not to be expected in every classroom. The good average sample will accomplish the work. Arnold was an ideal.

The general public should be as willing to speak slowly and distinctly to an orally educated deaf person, as to be certain to shout to facilitate the comprehension of a foreigner.

The power to read the lips moderately well is a great gain to the deaf in their daily intercourse with the normal world. It is of equal benefit to be able to speak though but a few common words and colloquialisms. Nevertheless, there may be, from the educational standpoint, an offset to the advantage. The deaf-mute, who is not naturally fitted for oral instruction, will lose much valuable time wherein a freer use of written language can be obtained by the exclusive use of the manual method.

There are but two systems of instruction for the deaf and dumb. The Oral or Speech and the Manual or Sign are genuine methods of education. The antiquated farce known as the

Combined system is a colossal humbug. The sole pleas that can be presented for its continuity are egotistical conservatism to the extent of obstinacy; pardonable ignorance from lack of experience; and finally, a greater desire to cater to political economy than to the best educational interests of the Deaf. In the public school system of the United States, of which the education of the Deaf is an integral part, the motto, "*The best for all and all for the best,*" must be the demand of every citizen.

The Oral method is magnificent. The Manual method is equally great. Oral and Manual Departments in the same institution make the *true* combined plan. The deaf need whichever system is best suited to each particular pupil.

Unless debarred by a physical defect of the vocal organs, *every* deaf child admitted to an institution should be given a thorough trial, of at least one year, in the department conducted, from the kindergarten to the high class, exclusively upon the Oral plan. In that department, in addition to the class teachers, there should be special instructors for the technique of speech.

The Oral classes must of necessity be conducted by hearing teachers. Many deaf teachers, themselves unable to use speech, are bitter opponents of oralism. Their superior education and the bond of a common affliction (possibly the strongest human tie) enables them, in a large measure, to mould the opinion of the adult Deaf.

Deaf teachers have done great work in the profession, often when no other aid could be had. There is still plenty of occupation for the best in the manual, art, industrial, and other sections of the institutions. The erroneous opposition of these deaf teachers of the Deaf to oral instruction, is counterbalanced by some hearing teachers who bitterly resent any use of the sign language.

Investigation generally establishes the fact that the opponent of signs is a person devoid of all pantomimic or gesticulative ability in his or her own make up. Sometimes such an individual is afraid of signs as something subversive of his ideas of dignity, and in a few instances there is a fear that gesticulation may attract attention to a physical deformity. There are teachers

who have been a lifetime in daily contact with the deaf, yet have never learned to sign. Good, and good alone, can accrue to the pupil when the teacher is conversant with the soul (not sole) language of the Deaf.

The oral teacher, who is able to sign well, is closer to the inner life of his pupils. Personally, he is the richer for the faculty. It can have no influence, other than for good, on his ability as an oralist. He gets to know more about the mind-work of the deaf child. A knowledge of signs in no wise prevents the teacher, oral or manual, from eliminating them from use in the classroom.

A German in America, teaching German to Americans, is not hurt as a German teacher because he happens to know the English language. To the contrary, he is in touch with the American mind, and far more likely to be a successful instructor. He is not prevented from forbidding the use of English in his German classes.

The sign language is the natural language to the deaf-mute, and quite possibly of primordial man.

A knowledge of the sign language should be required of *every* teacher of the Deaf. Compel would-be teachers of the Deaf to graduate from a Normal school, such as that recently founded in the Gallaudet College at Washington, D. C. In such an institution, national in character, with a good model school of Oral and Manual Departments attached, and with every apparatus for imparting a perfect knowledge of the mechanism of speech, and the perfection of signs, the future of the Deaf would be unclouded by the fights of factions. An *esprit de corps* would be established among teachers of the Deaf, and each would respect the work of the other to the uttermost, be the work oral or manual, with the knowledge that it rested upon the same foundation, and had the same purpose, to wit, to give the Deaf the best according to the individual capacity of each pupil.

For each teacher to serve a probationary period as a supervisor, in close contact with every phase of the deaf child's life and character, would possibly still more improve the curriculum for the future teacher.

High art in sign-making is like first-class oratory—exceptional. The perfect sign-maker must have natural talent for

pantomime and impersonation, together with a physical organization capable of striking platitudes in graceful attitudes.

The sign language is not for use in the classroom. There it is emphatically out of place. Out of school, the teacher's knowledge of signs insures the fact that he is able to enter into the true life of the deaf child and to comprehend his every meaning.

Many, many years of patient toil to the teacher, and of assiduous attention by the pupil, are necessary ere the child's knowledge of spoken or written language is anywhere equal to the task of giving effective utterance to his soul-thoughts. No other language appeals with the same force as signs in the after-school-life of the best educated Deaf.

The general public have the idea that it is the province of teachers of the deaf to instruct their pupils in the sign language. This is a colossal error. The earliest endeavor of the conscientious teacher, under any system of instruction, is to eradicate signs from the schoolroom.

All intelligent humanity is guilty, perhaps better to say capable, of an occasional shrug, lift of the eyebrows, curl of the lip or the nose, and sometimes of a first-class pantomimic gesture, in the course of fervid oratory and emphatic conversation. These gesticulations sometimes add elegance to speech, and they are made special subjects for instruction in schools of dramatic expression and elocution.

Among the Latin people of the world, natural gesture forms an actual part of the use of colloquial speech. The Indians of the plains had a fully developed sign language which they used frequently and sometimes preferred to speech.

Significant gesture may make much of the difference between the talk of a person *in propria persona* and via the Edison phonograph or the graphophone.

The idea that every motion or grimace of teacher and pupils can be abolished in the classroom is utterly absurd. The involuntary movement of the eye may convey a sign signal from one mind to another.

The extreme section of the pure oral confraternity has done much to retard the oral education of the deaf. They have raised too much of a hullabaloo about the necessity for the total exclu-

sion of signs from the precincts of an oral institution. When caught in the act of making a natural grimace or motion, they endeavor to argue a difference in the character and use of sign symbols. They claim that mimicry, pantomimic gesture, and other premeditated or unpremeditated muscular hints to ideas, are not signs.

It is perfectly true that in the artistic sign expressions of the educated deaf (originally instituted in the system of the Abbé de l'Epeé, but subsequently improved by the deaf themselves), there are what are called conventional signs; but, in reality, these are no more than natural gestures abbreviated by custom and common consent. These conventional signs bear the same relation to pure pantomimic expression that the grammalogues, logograms, and lightning-like strokes and curves of the congressional and court reporters do to the fully written and vocalized phonography of the shorthand beginner.

Natural pantomime, the crude mother language of the congenital deaf, and the only language possible to any human being in a foreign land where he is ignorant of the lingo, must be accepted universally as a *sine qua non*. It can never be suppressed in any school for the Deaf either by the cruel force of tyranny or the genial power of love. It is, because it must be. There is no congress in which to repeal a natural law.

Among the deaf, the language of natural signs, a primarily attenuated system of ideographic gesticulation, grows as the mind grows; grows as the encyclopaedia and lexicon grow with the advance of civilization, discovery, invention, and the new thought.

After more than a hundred years of cultivation by the educated deaf, the language of natural gesture has become an almost complete system of natural and conventional signs. Can it be wondered at that the facile use of this mother language of the deaf-mute places the hearing teacher, able to employ it, nearer to the hearts of his deaf scholars?

Signs enable the teachers to convey to the pupils, *en masse* in the lecture hall, an enormous variety of ethical, scientific, philosophical, humorous, and other ideas which can be utilized, in the acquisition of English, when the children are at work afterwards in their separate classes. The incomplete education

of the child in oral and written language would materially postpone the development of thought, were it not for this useful intermediary between the child and the world of sound. Thought, and the activities it promotes, all said and done, is the acme of *all* education.

The use of signs in the classroom, under any system of instruction, is a disadvantage. The peculiar idiomatic order (or disorder) of these sign ideographs is detrimental to the progress of the pupils in the study of English.

The vehicles of thought are very various. The writer has known many deaf persons, who have completely failed after every opportunity, to acquire a good workable knowledge of spoken or written language; and yet, in daily life, these same people demonstrated themselves to be useful members of society. In the sign language they will give vent to ideal expressions of thought, and they enter into "*The Spirit of Things as they are seen*" better than many of their illiterate hearing compeers.

The language of signs gives to the Deaf, as a separate class of the community, the sole medium for their oratory, dramatic expression, patriotic fervor, pathos, humor, religious enthusiasm, and the language of love.

The voices of the orally educated deaf are mostly monotone. Unable to hear themselves speak, and to realize what the dimuendos and crescendos of speech really mean, to listen to them, for long at a stretch, is not altogether an unmingled pleasure. It is impossible to teach correct inflection by artificial aids. The ear is the only route. An orally educated deaf person could not sound other than pitifully ludicrous in any attempt to manifest pathos, passion, or indignation, by speech.

Many of the educated deaf are past-masters in the art of signing, and can outdo the best efforts of a Ristori or Salvini in gesticular drama. They can beat Kiralfy in making fun, and outshine the lamented Sol Smith Russell in the presentation of a pathetic scene.

The education of semi-mutes other than orally is a crime which the exigency of political economy compels in all the old style combined schools. It is an outrage for which there is, in reality, neither extenuation nor condonation.

Articulation and lip-reading taught for five to fifteen minutes per diem, to a percentage of the pupils, on the extra-accomplishment-plan of the drawing, painting, piano, embroidery, and French in the Squeer's school of Nicholas Nickleby, is a farce still solemnly enacted under this antique plan of operations. Whenever it is shown that a pupil acquires any speech by this lick-and-a-promise method, it is proof conclusive that the child is worthy of full instruction, by oral teachers, for the full five hours of the school day.

This ancient, but by no means extinct, combined system is simply another name for no-system. The true combined plan is to have Oral and Manual Departments in the same Institution. In a school of this character each child gets its *Oral opportunity*. The corner-stone of our American freedom *must be* equality of justice and opportunity.

In a true combined school, when the deaf child is proven incapable of speech, it passes, without loss of time or learning, to the manual classes, to continue its education by writing and finger-spelling. Dactylology is a big name for the digital A, B, C.

The ability to read and write good English is what does most to place the Deaf in communication with their normal kin, and to enable them, in their silent world, to enjoy the delights of bookland.

The Manual Department will always supply a place for the deaf teacher of the Deaf.

The character and ability of the teacher, hearing or deaf, is the principal factor in all education. A teacher in the true meaning of the title, a devotee to the holy cause of education, will do more, with a piece of chalk and a pine table in a log-cabin, than the stepping-stone teacher—the one on the lookout for more lucrative labor—in an educational palace with every last invented modern appliance to help illuminate the mind of the pupil. The first will make a *Man*, in the old Roman sense of the word—*Vir;* whilst the last may succeed in developing a sophisticated mannikin.

Unable to hear the ten thousand and one utterances of colloquial speech, which all play their part in the formation of character, for good or evil, in every hearing child, the deaf

depend, almost *in toto*, upon the teacher. The teacher must supply the precept and the example; and in addition, the explanation of the multiplicity of discrepancies between precept and example, which the Deaf see manifested continually by the human maelstrom of the hearing world, as it swirls about their silent center of observation, in the apparently limitless ocean of life. Appearances err so often, that it is absolutely necessary for character to have a more stable foundation than the deductions drawn from the sole evidence of sight.

The teacher of the deaf requires to be very versatile, as he is the lexicon of life to his pupils. The ability to illustrate readily with crayon or pencil is an accomplishment of great value. The deaf depend largely upon the eye for information, and an outline picture will make plain when the object is non-procurable or non-portable, and when no ready made print or photograph is at hand.

A Confession of Faith, founded upon the experience of the writer, would compel him to adopt, among other articles, the following general principles:

First.—That an oral opportunity should be afforded every deaf child.

Second.—That the Oral System is the *only* system for the education of the semi-mute.

Third.—That compulsory oral education for every deaf child would be an outrage.

Fourth.—That separate oral and manual institutions would keep large numbers of the Deaf from a thorough acquisition of the sign language.

Fifth.—That oral and manual departments in a true combined system school is the only correct plan.

Sixth.—That there is a place in the education of the deaf for the deaf teacher of the deaf.

Seventh.—That signs are not for the classroom, but are of incalculable value to the Deaf in the society of the deaf.

Eighth.—That the sign language affords the best possible means for the entertainment and instruction of the Deaf, collectively, in meetings of a religious, political, scientific, dramatic, or social character.

Ninth.—That *every* teacher of the Deaf should be able to use the sign language, that he may be nearer *the heart* and *mind* of his deaf pupils.

Tenth.—That every teacher of the Deaf should be able to draw common objects, as ready illustration is of much importance in the education of the Deaf.

Eleventh.—That a high general average of education in the graduates of an institution is much better than concentration on a favored few of college capacity.

Twelfth.—That the establishment of *character* is the highest aim of deaf-mute, as it should be of all other, education.

Thirteenth.—That special training for the teacher of the Deaf is a matter of paramount importance.

Last.—That to these children of the silent world, to whom no mother's gentle voice has sounded words of sweetest love; to whom no infant babe can ever prattle; who hear no music, song, nor note of cheer or sympathy to smooth the rough and rugged road of earthly life; who live and die within a tomb of weird stillness; to whom, though power of speech be given, they hear it not themselves; to these, in every land on earth, the sovereign people owe the debt of LOVE.

ARITHMETIC TAUGHT BY CONSTRUCTIVE MEASURING.

IDA H. ADAMS, BOSTON, MASS.

It may not be amiss to call attention to a system of teaching Arithmetic which has been on trial during the past three years in several of the Boston public schools, including the Horace Mann School for the Deaf, for the reason that, being based upon constructive measuring, it is most admirably fitted to give clear ideas of number to all children, but especially to deaf children, since these ideas come through seeing and handling material which is carefully arranged for that purpose. It is known in Boston as the Walter system, because under the direction of Miss Sarah J. Walter, formerly Teacher of Methods in the Willimantic Normal School, Connecticut, it had proved successful in the

Training School there, and had attracted the attention of conservative educators who heartily endorsed her plan.

The greater part of the work is done with measures, of lengths, surfaces, and solids. These have definite numerical relations and can be freely used in constructing all kinds of problems in the four processes. Counting is an important part of the work; also,

Linear measure:

The material used to begin with is a quantity of lengths from 1 to 12 inches; sticks, splints, and narrow strips of cardboard, though having some width, generally suggest length and length only to the children, and so do lines upon the blackboard or floor. These lengths must be very accurate, an exact number of inches from 1 to 12. At first the pupils are taught to see the general relations of *shorter, longer,* and *the same as.* In an oral school the opportunity of having much practice upon the same words and forms of sentences and yet have some little variety, is hailed with joy; here the relations of one length to another are constantly changing, while the statements are very nearly alike.

Definite comparisons are next made, as, for example, having placed a 4-inch measure beside a 5-inch measure the child makes these statements: A 4-inch measure is 1 inch shorter than a 5-inch measure. A 5-inch measure is 1 inch longer than a 4-inch measure.

Equal in importance to comparing is constructing, as, for example: I put a 4-inch measure with a 1-inch measure and have a 5-inch measure. I built a 5-inch measure with a 2-inch measure and a 3-inch measure.

Work in comparing and constructing should be done with measures from 1 to 12 inches long. These will give all the simple facts of addition and subtraction, while the thought of multiplication and division begins, as: Two 3-inch measures make a 6-inch measure. All these facts the children state as truths which they have discovered for themselves.

There are many exercises which even the youngest pupils may do by themselves, as seat work, while another class is reciting.

Surface measure:

The material for surface measure has, of course, thickness, but in the tablets of cardboard used, the thickness is so slight that, as in linear measure where the length was the most obvious thing, so here the surface is what the child sees. There should be an ample supply of cardboard or paper tablets whose dimensions are an exact number of inches from 1 to 12, in series: 1″x 1″ to 12″x 1″; 1″x 2″ to 12″x 2″; 1″x 3″ to 12″x 3″; etc., to 1″x 12″ to 12″x12″.

Dimensions and contents of surfaces afford an orderly series of number facts which the pupils work out, making full statements, as,

This tablet is 5 inches long and 2 inches wide.

I put a tablet 3 inches long and 2 inches wide with a tablet 4 inches long and 2 inches wide, and it made a tablet 7 inches long and 2 inches wide.

I have a tablet 4 inches long and 2 inches wide. I can place 8 square inches upon it.

Solid measure:

Blocks of different sizes are needed, plenty of inch cubes, and a smaller number of 2″x 1″x 1″; 3″x 1″x 1″; up to 12″x 1″x 1″; and of 2″x 2″x 1″ and 4″x 2″x 2″; and a few 2 inch cubes.

Comparing and constructing are again the means by which the facts of number are ascertained; for example,

This solid is 4 inches long, 2 inches wide, 2 inches thick. It contains 16 cubic inches. It has 6 faces, four are 4 inches long and 2 inches wide, each containing 8 square inches, two are 2-inch squares, each containing 4 square inches. The entire surface contains 8, 16, 24, 32, 36, 40 square inches (touching each face as it is counted.)

Counting is begun the first day of school and continues throughout the year for a few minutes each day, not only counting by ones, but by twos, threes, fours, fives, etc., to 100.

Though the work of the first years is almost wholly concrete, and the greater part is done in connection with measure work, the fundamental facts of addition, subtraction, multiplication, and division must be mastered apart from measures. In order to do good work in the grammar grades the pupils must know these facts accurately and quickly, therefore the constructive work is

supplemented by drill in abstract work, about half of the arithmetic time in the last year in the primary school being given to abstract drill but always by itself, never in connection with the constructive work.

Miss Walter's system is peculiarly excellent in that it gives clear ideas of number; unlimited opportunities for independent, individual work, for every member in the class may be working out different problems, and the rapid workers are not held back by the slow ones, but each according to his capacity is employed during the whole lesson; orderly systematic covering of the field of arithmetical knowledge usually taught in primary schools; and best of all, it gives great pleasure to the pupils because they can verify their work at every step, and "nothing succeeds like success."

A CORRECTION.

GALLAUDET COLLEGE, KENDALL GREEN,
WASHINGTON, D. C., May 7, 1906.

F. W. BOOTH, Editor THE ASSOCIATION REVIEW.

Dear Mr. Booth:—Allow me through your columns to correct a few surprising errors which I find in Mr. Ferreri's article in the April issue of the REVIEW on the American Institutions for the Education of the Deaf. These errors concern the Normal Department of this College. Mr. Ferreri entirely misapprehends what circumstances led to the origin of the Normal Department here. The initiative for its establishment was taken by a prominent oralist living in Cincinnati, Ohio. This gentleman addressed a letter to his representative in Congress who happened to be a member of the Appropriation Committee, and made a strong appeal to Congress to appropriate money to enable this College to establish a Normal Department.

Mr. Ferreri claims that the Normal Department of this College was to train deaf persons to be teachers of the deaf, and says that this proposed policy was the main ground of opposition on the part of the oralists to the establishment of the Normal Department. That such was not the purpose of our Normal

Department was made clear to Congress and the public at the outset of our endeavor, and has been stated in many publications. Our Normal Department has never had a deaf-mute enrolled as one of its members.

Mr. Ferreri says: "It comes as a consequence that a Normal School of the Combined System would not be possible, because the teachers trained in it could only find employment in schools of the same type, and would succeed only in being good Manual teachers."

Our Normal Department has furnished many oral teachers who are now actually employed in teaching speech to the deaf in many of the schools of the country. Without taking space to go into detail it may be remarked that ten of the graduates of our Normal Class have been employed as oral teachers in the Institution at Mt. Airy.

Mr. Ferreri remarks as follows: "If the Normal school should be placed in the National College at Washington, one might be almost sure that the majority of the students attending it would be deaf-mutes."

The foolishness of this statement has already been made apparent.

There are some other points in Mr. Ferreri's article which invite criticism, but I will not ask for space in your journal to enter upon these.

Very truly yours,

E. M. GALLAUDET, President.

CONTEMPORARY THOUGHT.

THE DEAF BEFORE AND AFTER ATTENDANCE AT SCHOOL.

The aim of the school for the deaf may well be said to be the following: to give to the deaf so rich a mental development and such knowledge as to enable them to earn their living in after life in the best possible manner; or, in other words, to bring them up to the standard of normally endowed persons as far as it is possible to do this.

With a certain degree of astonishment, especially in view of the avowed aim of the school for the deaf, as stated above, we notice that after eight years' faithful work in the school, the results are comparatively small: the stock of language and general knowledge is very limited; the ability to speak and to put speech to practical use is still strongly colored by "deaf-muteness." Moreover, it must be acknowledged that there is in the character of the deaf a certain degree of refractoriness and lack of self-control, as well as a good deal of vanity and childishness. Involuntarily we turn to the period preceding attendance at school, and ask ourselves whether the cause of all this does not lie there? Does not perhaps the deaf child come too late under the influence of culture and discipline? An unbiased observer will very likely answer the question in the affirmative.

During the period which precedes attendance at school the deaf children are either not brought under good influences, or they are petted and indulged to such a degree as to utterly spoil them. But these unfortunate conditions cannot be changed at a moment's notice. As a general rule the parents are utterly unable to manage the children, who roam round like half savages, and lead a sort of vagbond life.

The first step towards improving existing conditions would therefore be, to make it clear to the parents that in this way they do incalculable harm to their children. During the very years when other children gather in the entire stock of language and many rich impressions, the mental life of the little deaf children

is neglected. Instead of letting them roam about as their own fancy dictates, the parents should see to it that they keep company with normally endowed children and join in their games; they should make them assist, according to their ability, in any work about the house; they should speak to them, not only by signs but also by spoken words. It is quiet probable that during these years some foundation in lip-reading might be laid which later on would be of exceedingly great importance. Some years ago a number of well-to-do men in Copenhagen became convinced that something should be done for the little deaf children; and the result of their efforts was the establishment of a "kindergarten" for deaf children. This is of course only possible in larger cities; but it will almost be out of the question in small cities and in the country to establish "kindergartens." But fortunately there is a way to overcome the difficulty: in the smaller cities the various city asylums might be utilized for the purpose, and in the country districts the infant schools. The deaf children to whom reference is had are children of the age of 4 to 5 or 8 years. Rational instruction, articulation, etc., are out of the question, but writing and drawing exercises on the slate, as well as some little work with Fröbel's method as a basis may be undertaken. (Lip-reading could very well be practiced here as in the home; so that the child would obey oral orders, e. g., "Stand up," "Sit down," "Write," "Take your slate," etc.)

But first and foremost the child should learn to play with normally endowed children, play with its own brothers and sisters and their everyday comrades. This is of the utmost importance; for what has most injured the character of the deaf child is the circumstance that it has been placed beyond the pale of other children's intercourse; which of course has created bitterness and stifled all feeling of comradeship.

But to carry out this plan systematically, all the seminaries for educating teachers for the preparatory or infant schools should lend their aid, in this way, that all the students in these seminaries are afforded an opportunity to witness the instruction of the deaf and make themselves acquainted with the characteristics of deaf children. Some of these objects could be reached by lectures on the following subjects: 1. The position of the deaf in human society in the past, the present and the future. 2. The organs of hearing and the theory of sound. The result of this work, done in common by the school for the deaf and the preparatory school, would undoubtedly be that the deaf children would enter the institution for the deaf in an approximately much more normal condition than now; that stammering and mispronunciation would, so to speak, be killed at birth, so that a large

number of human beings would be freed from defects, which otherwise often follow them through life.

After having considered the deaf child before attendance at school, we must cast a glance at him after leaving school. The principle followed has, so far, been to send the deaf after they have finished their schooling, to their homes. This course should be continued; and it would be but natural that the deaf should follow that occupation by which the parents earn their living. As the vast majority of the parents of the deaf are engaged in agricultural pursuits, it seems strange that so few deaf adopt that occupation. This is all the stranger as the farmers complain that there is a constantly growing lack of farmhands, whilst all the trades are overcrowded. The question which therefore rises before the teachers and well-wishers of the deaf is the establishment of an agricultural school for the deaf. Norway has in this respect taken the initiative in the Scandinavian countries; but in Denmark and Sweden the necessity of such a measure is seriously discussed; and there is but one opinion, that something should be done in this direction at the earliest possible moment. Many are of opinion that since hitherto a fraction of the number of the deaf become tailors or shoemakers, a fraction of their number should now follow agricultural pursuits, whilst the rest should take up same trade. But, on the other hand, it is the opinion of others that the establishment of an agricultural school will, and must, mean a radical change in the mode in which the deaf earn their living. The deaf man should not be a farmer exclusively, but in addition to agriculture follow some trade. During the long winters, and as for that many days (e. g., rainy days) throughout the year, there is ample time when the deaf man can work as shoemaker, carpenter, tailor, etc. The aim of the agricultural school should, therefore, be the following: to teach agriculture in connection with some trade which should be practiced for some time before the pupil enters the agricultural school. The school should, therefore, possess the following: 1. A model farm with a garden of about four and one-half acres, with bee-culture and rabbit-culture. 2. A larger farm connected with the school where the deaf man can work as a farmhand, for as such he will have to work for some years, until he has the necessary capital to take a farm for himself. 3. A model vegetable and flower garden. 4. Various workshops where the pupils may perfect themselves in some trade. The result of all this would doubtless be that a large number of the deaf who hitherto could hardly compete with their hearing comrades, will now be able to do so, and even in some respects outstrip them.—[After V. Larsen, Fredericia, Denmark, in Nordisk Tidskrift for Döfstumskolan.]

CONCERNING THE PRACTICE OF LIP-READING.

Persons only superficially acquainted with this subject often have the idea that lip-reading is an exact and fully reliable process. This, however, is not absolutely correct. It should be remembered that there is only a comparatively small number of words which can be read with exactness, and if we look closer into the matter, that this number is possibly confined to some one-syllable words. Lip-reading is, therefore, not a science but an art based on logical conclusion and presupposing a thorough knowledge of language, and only to a small degree, the work of the memory. The question in point is to acquire a new language, and one which is a hundred times more difficult to acquire than a foreign language. It is probably best to have the pupil understand this, not to discourage him, but to spur him on to serious work. Nothing but disappointment awaits him if he expects in a short time, and by practicing a few hours every day, to acquire this new language. Lip-reading, or as it is more correctly called "speech-reading," cannot be learned in the same way in which a new language is learned. Just as little as a language can be acquired by learning the dictionary and the grammar by heart, can speech-reading be acquired by "seeing" a number of individual words. Speech-reading instruction should be analogous to instruction in a foreign language: you see a sentence from the lips, in the same manner that you get the sentence as it presents itself to the ear, written or orally presented, for comparison, so to speak. The way children acquire a language follows the law of all development, viz., from the simple to the composite, from the general to the special. As speech-reading is principally based on conclusions, there must be a possibility of the pupils' drawing conclusions. This possibility is within the reach of every one who knows enough of a language to be able to easily find expressions for his thoughts. But it is also necessary to draw conclusions quickly, to have some practice in getting a general view of a sentence or series of sentences, which every idea will immediately call forth. This ability to draw quick conclusions can, even without special talent therefor, be acquired by practice in reading quickly and at the same time reading attentively. If the teacher has before him a pupil who is completely deaf, he had best endeavor to study his ground a little, make himself acquainted with

his pupil's capacity, so as to form an opinion as regards his ability for drawing conclusions; as the course to be followed cannot be the same in every case, but should be adapted to the individual The pupil should of course have some elementary knowledge of the theory of speech-reading. This theory will produce a quicker understanding of the practical difficulties which will soon arise, as it becomes necessary to draw conclusions. It is probably best from the very beginning to avoid all analysis of the words, which results from either forming each letter, or from speaking too slowly. The road to acquire speech-reading is long enough under the most favorable circumstances, and it does not pay to follow a roundabout way. These preliminary exercises in speech-reading, and in comparing what is read from the lips with what is read from a book, aided by the memory, must of course not last too long, or must at any rate soon be accompanied by short conversations on easy subjects suggested by the immediate surroundings of the pupil. When the pupil is more advanced, it will be useful to let him read longer stories, and then repeat (not read off) these stories. It may be suggested that it is desirable that speech-reading pupils should acquire lively mimics and gesticulations so as to make their companions do the same through the power of example. Mimics are a powerful aid to speech-reading, and as soon as the pupil is beyond the first stage of speech-reading, where his eyes must uninterruptedly watch the lips of the teacher, he will soon learn to seek explanations of what has been said both through the eyes and the entire facial expression of the teacher.

One other circumstance should be taken into consideration, and it is this: the period of learning speech-reading is, in many respects, a sort of moral torture, not only on account of the enervating exertion of seeing and remembering, but principally because most pupils will engage in the exercises with too great expectations as to the result, and with a somewhat vague idea of what lies before them; therefore, pupils of no great firmness of character will often break down and give up all hope when they see the goal at an immeasurably great distance. The pupil, therefore, needs the moral support of the teacher from whom he will seek to gain new hope and renewed strength. The relations between teacher and pupil should, therefore, be based on mutual trust and confidence. The pupil cannot, in accordance with the character of speech-reading, expect his teacher to say: "I take it upon myself to teach you speech-reading in such and such a time, in so and so many hours per day." The teacher cannot take any responsibility, but he can say to his pupil: "If you will work in good earnest, and have confidence in me, I shall, as far as it is

possible for me, lead you on the road to the desired end." As the result depends to such a large degree on the perseverance and patience of the teacher, the pupil must not be afraid to put these to the test.

The conscientious teacher who takes an interest in his pupil will surely have no difficulty in finding a method adapted to each individual case; and he will be certain of the gratitude of the pupil for having freed him from the silent, lonely world in which he lived, and where he saw the lively conversations of hearing persons with very much the same feelings as Adam and Eve looked on the lost paradise.—[After Arnak Tcherning in Nordisk Tidskrift för Döfstumskolan.]

THE CARE OF ADULT DEAF.

The changed social conditions of our times, the greater demands made upon each individual as regards mental and moral development, the extraordinary efforts made by the state and by communities to lead the great masses of the growing generation of *hearing* persons to this broader mental and moral plane, the modern social principle to aid the socially weak, those unable to work, and the aged—all this necessitates a greater care for the deaf after they have left school. This care should extend to further instruction, to the religious needs, and to aid in business.

In all places where there is a sufficient number (say ten) of deaf apprentices, *schools for adults* should be established, and attendance at these schools should be compulsory for the apprentices, optional for the journeymen. These schools should pay special attention to education for some trade. As far as possible, they should, therefore, have the character of industrial training schools.

For the many scattered adult deaf, who have no chance to continue their education, and who in their homes are in most cases without any opportunity whatever to study and improve their minds *an illustrated journal* should be founded which is furnished to them free of cost, or at a mere nominal price. This journal should be published under the auspices of the business-committee of the Association of German teachers of the deaf.

The religious care of the adult deaf can, as exercised at present, not be considered as fully meeting the spiritual needs of

former pupils. It is the duty of the church to tend more than hitherto to the spiritual care of the deaf. To do this to a much larger extent, the church needs more pecuniary aid.

The amounts furnished by the church must serve to cover all immediate expenses, for instance whatever expenses are incurred by clergymen traveling from place to place to look after the scattered deaf; to train clergymen for preachers to the deaf, in places where there are at least ten adult deaf. The course of training, which should be taken at some institution for the deaf, must last at least one year.

As long as there is not a sufficient number of clergymen for the deaf, the directors and teachers of the various institutions should at certain central points conduct regular divine services for the deaf, and have a clergyman hold a communion service once or twice a year. Even, after a regular preacher for the deaf has been appointed, the directors and teachers who are thoroughly acquainted with the spiritual condition, the ability for speaking, and the general character of their former pupils, should assist the preacher in his work.

The great church festivals for adult deaf, the celebration of which has been introduced in many institutions, should be regularly celebrated. Their object is not a purely religious one, but they are to keep alive the relations between the institution and its former pupils. Therefore, only such adult as have received their education at a certain institution should participate in the celebration of church festivals at that institution.

Before anything can be done in the way of organized aid in procuring suitable and remunerative employment for adult deaf, exact statistical data should be obtained relative to the social condition of the adult deaf in the various states of Germany. The various branches of the Association of German teachers of the deaf should endeavor to obtain these data from the local authorities.

It should be laid down as a strict principle, that every deaf person who is able to work, should be made to work. With the view to find employment for the deaf seeking work, the special information-bureaus organized at some institutions should be made more general, and interchange information.

The social care should extend to all deaf—old and young, educated and uneducated—in so far as actual need can be proved. It is to be recommended to leave the deaf to whom aid is extended for a longer or shorter period, as far as possible in their home surroundings. Homes for the deaf are only suitable for the aged and for mentally backward deaf.—[After J. Karth in Taubstummenblätter.]

CONTRIBUTIONS TOWARDS A HISTORY OF FRENCH EDUCATION OF THE DEAF.

A work has appeared in France giving a history of the National Institution for the deaf at Bordeaux, which we follow in the main points: In 1786, Abbé Sicard, at the urgent request of Archbishop Cicé, was commissioned by the Government to establish at Bordeaux an institution for the deaf on the model of Abbé de l'Epée's school at Paris. It is true that Sicard had had the opportunity to prepare himself, under Abbé de l'Epée's personal direction, for the career of a teacher of the deaf; but when he returned to Bordeaux, he considered it necessary to look round for an assistant, as he had numerous other official duties resting on his shoulders. He found such an assistant in the person of his friend Saint-Sernin, teacher in a primary school, and proprietor of a boarding school, who, however, only after much urging consented to assist Sicard in his labor. The institution was opened in a rented house February 20th, 1786; and at the end of that year the number of pupils was 22. Saint-Sernin, on account of his practical educational talents, soon became the soul of the institution, although Sicard very cleverly managed to throw him in the shade over against the outside world. Sicard was, as Prof. Walther truly characterizes him, a theoretical charlatan. Even his moral character does not appear to have been above criticism, as will appear from the following: The well-known deaf-mute Massieu, who afterwards became professor at the Paris institution, had been educated at the Bordeaux institution; and Sicard, with considerable pride, claimed him as the special product of his educational efforts. This also made him the victor in the competition for Abbé de l'Epée's place. The facts in the case are, that Sicard had nothing whatever to do with Massieu's education, but that he had from beginning to end been Saint-Sernin's pupil. Sicard also, from mere frivolous reasons, opposed the appointment of Saint-Sernin as Director of the Bordeaux Institution, when in 1790 he went to Paris to continue de l'Epée's work. But Archbishop Cicé, who had learned to know and value Saint-Sernin's excellent qualities, insisted on his appointment.

Like all young institutions that of Bordeaux had a hard struggle, especially during the French Revolution. In consequence of the violent attacks made on him in a phamphlet published at the time, Saint-Sernin was cited before a committee of the National Convention. He succeeded however, in influencing them in his favor, and by exhibiting before them his pupils

to convince them of his sincerity and the beneficial results of his teaching; in consequence, his institution was publicly recognized and placed under the protection of the French nation. A fine convent building, the inmates of which had been expelled by the revolutionary authorities, was presented to the institution, and sufficent funds were annually appropriated. In spite of this, Saint-Sernin had to suffer considerably from intrigues against him spun in Paris, and probably caused by jealously. Saint-Sernin died in 1816. Later on, in 1859, the Bordeaux institution was, from reasons of expediency, destined exclusively for deaf girls, whilst the boys were sent to the Paris institution. The institution was placed in the care of the Sisters of Mercy. The institution has now 230 pupils and 30 Sisters as teachers. As they are constantly active in the service of education, their efforts were crowned with eminent success; which became particularly apparent when in 1879, a beginning was made toward the definite introduction of the speech method. It may not be amiss to give here an extract from the report of Mr. Nordin, the eminent Swedish teacher of the deaf, who visited the Bordeaux institution in 1901. He says "Of all the foreign institutions for the deaf which I visited, none—not even those where the classification of the pupils had been carried out to the utmost limit—has convinced me so thoroughly as the Bordeaux institution, that even the weakest children in each class must receive instruction by means of the speech-method. It was interesting to note that speech could with full success be developed in the large Bordeaux boarding institution. All this, and many other good results are due to the conscientious and self-sacrificing labor of the Sisters, and also to the circumstance that the young girls, both during the hours of study and the hours of recreation, are constantly in the company of methodically educated ladies who take interest in their pupils and carefully supervise pronunciation and articulation, not to speak of the purely educational work of these faithful Sisters.—[Blätter für Taubstummenbildung.]

A DEAF TEACHER OF THE DEAF.

On the 19th of July, 1905, there died at Agram, the capital of Croatia, a man who deserves more than a passing notice. This was the deaf Adalbert Lampe, who had made such advances in education as to enable him to become a successful teacher of the deaf. Dr. Lacharierre, in his French work, and Prof. Karth, in his German work, have given notices of this remarkable man. Adalbert Lampe was born in Petrinja, and as in those days there

was no school for the deaf in Croatia, his parents sent him to the Institution for the Deaf at Vienna. Lampe graduated with distinction, and at the institution learned the bookbinder's trade. After his return to his home, he there worked at his trade, and was eminently successful, because no such skilled bookbinder could be found in the whole neighborhood. Whilst at the Vienna Institution he showed such decided talent for teaching that he was employed as monitor. This was to him a sacred duty, and when he saw that there was no school for the deaf in his native province, he determined to devote his life to the teaching of the deaf. He gave up his business at Petrinja and moved to Agram, where, on account of his particularly fine handwriting, he secured a position as a clerk in the Provincial Government of Croatia. In Agram he commenced by teaching one deaf boy, and obtained brilliant results. This encouraged him to resign his place in the Government service. He gathered round him a number of deaf children, and in 1885 opened a private school for the deaf. This was the first time in Croatia that several deaf children were instructed in common. In his instruction Lampe did not use "speech" but mimics, signs, and writing. Altogether Lampe showed extraordinary, and for a deaf person, very rare skill in written language. Until the year 1888, Lampe maintained his school solely by free will contributions; but in that year an association which had for its object the foundation of an institution for the deaf in Croatia, undertook the management of the school, which soon began to increase and flourish. The Association, at the expense of the Province, sent two secular and one clerical teacher to Vienna, there to perfect themselves in the instruction of the deaf. The Association had collected the sum of 70,000 kroner ($13,510), and turned this sum over to the Provincial Government with the request to found an institution for the deaf, where instruction should be imparted according to the speech-method. On the 1st of December, 1891, the Provincial Institution for the deaf of Croatia was opened, and has ever since been in successful operation. On the 26th of July, 1891, Lampe had held the last examination with his pupils, and resumed his duties as clerk in the Government service, living in moderate circumstances till the day of his death, July 19th, 1905. Even when engaged in other duties, he never ceased to take a lively interest in the welfare of the deaf, and in the Croatian Institution for the Deaf, which would hardly have sprung into existence without his zealous efforts in the beginning.—[Eos, quarterly journal for the treatment of abnormal children, published at Vienna.]

EDUCATION OF GIRLS FOR A TRADE AT THE BORDEAUX INSTITUTION, AND CARE FOR THEM AFTER LEAVING SCHOOL.

The Bordeaux Institution was assigned exclusively for the education of girls in 1859, and the following statements and statistics all date from that year. It was soon recognized that the main point in the education of girls was not principally instruction in household duties; as a large number of girls never marry, and never have housekeeping of their own, but must earn their livelihood by the labor of their hands. It therefore became an imperative duty to not only give the girls a good general education, but to train them thoroughly in female handiwork. Instruction is consequently given in dressmaking, shirtmaking, embroidering, knitting, and mending of linen and clothes. Every article of clothing worn by the pupils, with the exception of hats and shoes, is manufactured in the institution. It is evident that thereby the girls become skilled in these various trades. Special attention is paid to laundry work. In addition, the pupils are instructed in drawing, and—if they show talent—in porcelain-painting, the touching up of photographs, etc. It is the object even to give to those girls who are in good circumstances and will never be obliged to work for a living, an opportunity to employ their time suitably and pleasantly. Twenty-one hours per week are devoted exclusively to instruction in female occupations.

Of the 900 pupils who attended the institution from 1859 to 1903 (not counting those who died), 218 returned to their families, and are fully prepared to assist in the household duties. Some, daughters of farmers, assist their parents in the work of the farm. Some girls of means who showed a decided talent for art, have done good work in that line, and some have even become distinguished artists. Ninety-six married, and if the salaries of their husbands were sufficient, could devote all their energy towards making for them a good home; whilst others, whose husbands' salary were scant, could by dressmaking, sewing, etc., add to the income of the family. 139 have become dressmakers. Their earnings vary according to location. In the country they earn from seventy-five centimes to one and one-half francs a day (the franc of 100 centimes, equal to 19.3 cents). In the larger cities they earn from one and one-half to three francs a day, and in Paris from four to five francs; five are makers of vests and make good wages; nine are employed in embroidering or lace making; two are corset makers; twenty-seven are

laundresses and two washerwomen; three are milliners, and eight make artificial flowers; eight make quilts; one umbrellas and parasols; four are photographers; three work as painters in porcelain-factories; forty-two are employed in printing offices; twelve in silk mills; fifty-two as nurses in asylums or hospitals; thirty-nine are engaged in gardening; forty-two work in various factories; sixteen are domestic servants. Of the remainder of the 900, three are hopelessly insane, and had to be placed in insane asylums; eighty-three have died; and of eighty-two all trace has been lost.—[Deutsche Taubstummen-Korrespondenz.]

HOW CAN WE MAKE THE DEAF TO SPEAK?

Prof. Schneider of Brannschweig announces the foregoing question as the subject of his paper to be read at the coming meeting of the Association of German teachers of the deaf to be held at Königsberg: 1. The first and foremost aim of all instruction of the deaf is to make them speak. 2. Familiarity with our common conversational language enables the deaf to have oral intercourse with the persons in whose company they live. 3. Direct connection of the instruction with the occurrences of every-day life and the personal experiences of the children must accustom the pupils to the instinctive use of this conversational language. Only in this way can the interest of the pupils and their immediate need of speech be satisfied, in accordance with psychological laws; only in this way will the deaf child acquire the pleasure in speech, and the ready speech which is such an essential condition of its free intercourse with its fellow beings. 4. The foundation is to be laid in the lower grades, and should take up at least the three years following the instruction in articulation. During this period free exercises in speaking and understanding the language of every-day life will form the central point and main object of the instruction. Writing and reading will serve to render more firm what has been acquired by oral exercises. The use of a printed text-book in this grade is of course a thing not to be thought of. 5. From the fifth school year upward the careful cultivation of the conversational language is above everything else systematically continued in the hours of instruction, and this still further aids the pupils to become more and more familiar with the daily life of a citizen. In addition, all instruction, both in the various branches of knowledge and in manual training, must be permeated with that idea that the speaking faculty of the pupils is far more important than mere knowledge, and that they should be kept in constant contact

with actual life, and speak the language of that life. 6. It is the duty of every institution for the deaf, and a duty which under no circumstances should be neglected, to accustom the pupils to the use of conversational language, also outside of the daily hours of instruction. Social gatherings in the boarding schools cannot therefore be too highly recommended.—[Blätter für Taubstummenbildung.]

LEADING PRINCIPLES IN THE PRACTICAL TRAINING OF TEACHERS OF THE DEAF.

The importance and difficulty of the education and instruction of deaf children justify not only the demand for a thorough scientific preparation; but require, as an absolute necessity, a careful practical training. This will best be acquired at one of the regular normal schools for teachers of the deaf; and where there is no such school accessible, at a well organized institution for the deaf, if possible located in a university town. With those candidates who take the full three years' course at a normal school, practical training goes hand in hand with scientific training; whilst with those who at the conclusion of their general course of studies attend the normal school, the practical training at an institution for the deaf should precede it and occupy at least two years. It is desirable that the candidate prior to that period should have been engaged in teaching. The practical training is intended to make the candidate familiar with every detail of the art of educating and instructing the deaf, and enable him to take full and sole charge of a class, and to correctly educate the deaf children. This requires, above everything else, that the candidate should have ample opportunity to come in every-day contact with deaf people, in order to become acquainted with their peculiarities, to become familiar with the first means of communication, and finally, to practice correct speaking in the intercourse with the deaf by speech. But the main object of practical training is after all to instruct successfully, without assistance, in all grades and in all branches; special regard being taken to those branches of instruction in which the peculiarities and difficulties of the instruction of the deaf are most prominent. For this practical introduction it will be well for the candidates to frequently be present in the classes where deaf children are taught; to make themselves thoroughly acquainted with the method followed in each branch of instruction; to engage in constant practice in giving instruction under the guidance of some experienced teacher of the deaf. At the final examination, at the conclusion of the course, the candidate should show his

fitness for teaching by giving instruction to two classes of deaf children in the presence of the board of examiners.—[After J. Vatter in Taubstummenblätter.]

THE NEW PROVINCIAL INSTITUTION FOR THE DEAF AT TILSIT, EAST PRUSSIA.

It is always a pleasure to record the founding of a new institution for the deaf, or the change from old and cramped quarters to new ones better adapted to the purpose. The new institution building at Tilsit, which has been erected at a cost of 365,000 mark, and will soon be ready for dedication, is a noble witness of the liberality and zeal of the Provincial Government of East Prussia. The building contains all the modern improvements. In the basement there are bathrooms, rooms for instruction in wood carving, cabinet making, etc., the cooking and household school, etc. The first and second stories contain twenty-three recitation rooms, a room for drawing, a room for various manual labor, the Director's room, the room of the attending physician, etc. The large corridors running through all the stories afford ample opportunity for promenading in bad weather. The eastern wing contains, the gymnasium, the library, the chapel, conference rooms, and rooms for the teachers. Large grounds surround the building, and will be used as ornamental and kitchen gardens. One peculiar feature of the institution is this, that the 300 pupils will all have their board and lodging in private families in the city of Tilsit. This life in families, which of course will be carefully selected, will doubtless exercise a healthy and refining influence on the pupils; and some of the poorer families will thus receive quite an addition to their income. Twenty-five teachers and their families will also form a welcome addition to the better class of the population of Tilsit.—[Deutsche Taubstummen-Korrespondenz.]

The consistory of the Province of Hannover has sent the Rev. Mr. Straten to the Institution for the deaf at Emden, there to make himself acquainted with the ways of the deaf and their education; and recently another young theologian has been sent to Emden, to take part in the course which is to occupy two years. Other theologians attend similar courses in other institutions in the Province; and soon Hannover will have a well trained corps of young ministers fully equipped for ministering to the spiritual wants of all the deaf in the Province.—[Neue Zeitschrift für Taubstumme.]

THE INSTITUTION PRESS.

DR. WILKINSON'S EASTERN TRIP.

Dr. Warring Wilkinson, superintendent of the California school, having returned from an eastern trip, in an interview with a reporter of a Berkeley newspaper gave the following interesting account of the schools visited:

Dr. Warring Wilkinson, superintendent of the State Institute for the Deaf and the Blind, has just returned from a tour of the East, during which he visited many institutions similar in character to that which he superintends in Berkeley. Dr. Wilkinson says today:

The Pennsylvania Institution is a very interesting institution, and one of the largest, and perhaps the most costly in the United States, and is under excellent management. The maintenance of its institution for the deaf and dumb must ever reflect great credit upon the State of Pennsylvania. The special feature is its method of instruction. They have adopted there what is known as the Oral System or German Method of instruction. Of course that is nothing novel, for there are other oral schools in this country as well as in Europe. The interesting feature to us of the Combined System school, is that the pupils use signs freely outside of the class rooms. Almost all schools where the oral system is in vogue, forbid the use of signs, and this forbidding the use of signs in any school has always seemed to me to be just one step removed from cruelty. To any one who has observed how very early deaf children will learn to communicate ideas in signs to each other, and how much joy they get from this communication, it will certainly seem a very great hardship to cut them off from this means of happiness and intellectual growth, and it has always seemed to me that in schools where signs are forbidden the happiness of the child is not sufficiently considered, and I am free to say that this consideration of happiness, to the deaf themselves, is a matter of prime importance.

The Philadelphia school has to a great extent obviated this difficulty, and by insisting on speech and writing in the classroom, and [with] free use of signs outside, obtains a reasonably good speech for many of the deaf, and does not interfere with the happiness of free communication on the campus, and personal intercourse outside. I spent a week at the school in examining classes and was received with the greatest hospitality and every facility was afforded to me to obtain what I was seeking, namely, the results of their system. I may say that I was very favorably impressed with the work done there. I spent two days in Washington at Gallaudet College, which is a national institution established for the higher education of the deaf. It is the only one of its kind in the world, and is doing its special work satisfactorily. It is conducted under the Presidency of E. M. Gallaudet, whose father introduced the education of the deaf into America, and who founded the parent institution at Hartford, Conn. Dr. Gallaudet has been at the head of Gallaudet College, and the preparatory

Kendall Green school for the deaf, since its foundation in 1857. He is the senior executive officer of all such institutions in the United States, and is apparently as vigorous as he was forty years ago. The college and school are supported by the United States Government, and its benefits are available to the deaf in all the States and Territories, in proportion to Congressional representation. It has done and is doing a great work under the management of the experienced President, assisted by a very able corps of professors and instructors. The grounds are extensive, including more than a hundred acres, which must in time be of immense value as the whole property is within a rapidly growing residence district.

The school at Rochester is conducted upon a method of instruction that is, so far as I know, unique. The principal of the school, Dr. Westervelt, believes in the manual alphabet as the means of communication between teacher and pupils and between the pupils themselves. Those of us who believe in what is known as the Combined System, the utilizing of every means of instruction, speech, signs, manual alphabet, writing, pictures, pantomime—in short, anything that will accomplish our purpose—which is the intellectual development of the deaf—regard the manual alphabet as an exceedingly useful and important element in this work; but in Rochester that is "the whole thing." Signs are absolutely taboo. The pupils from the start are taught to regard them with disfavor, and as far as possible are prevented from using them. That Dr. Westervelt is reasonably successful in carrying out his idea, I am disposed to believe. Certainly, so far as one can see in the ordinary intercourse with pupils and teachers, and among the pupils themselves, there is little evidence of sign-making. What is done when they are out of supervision, I cannot say, only I am reminded of a remark made to me in London by Mr. Schontheil, head of the Jewish institution for the deaf in London, that "one might as well try to blot the sun out of the heavens as to prevent the deaf from making signs." It is their natural language, and will assert itself sooner or later.

The results obtained by Dr. Westervelt with his manual alphabet system are and always have been creditable. The whole atmosphere of the school indicates a genial and loving leadership, and the efficient corps of instructors goes to prove that any method of instruction in the hands of a competent teacher will produce a satisfactory outcome.

The remainder of the institutions visited by Dr. Wilkinson are conducted along the same lines. He can say only praiseworthy things of the deaf institutions throughout the United States.

The last issue of the California News reprints from one of the local papers a summary of Dr. Wilkinson's impressions of the various schools visited by him during his recent Eastern tour. He speaks with high praise especially of the work in the Pennsylvania (Mount Airy) School, where signs are rigorously excluded from the school-room and from the intercourse of pupils and officers, but are not forbidden among the pupils during their hours of relaxation. Dr. Wilkinson thinks that the results, even in the attainments of speech, are fully as good in this school as in others where signs are always and everywhere Anathema Maranatha. In regard to the Rochester School, Dr. Wilkinson acknowledges the excellence of Dr. Westervelt's results, but seems a little, or rather, seems very strongly, incredulous as to the possibility of carrying out the "Rochester idea"—that the deaf can be trained so as to make English, manually

spelled English, the preferred means of communication with each other.

The writer once made a stay of some days at the Rochester School and devoted his closest observation to the intercourse of the pupils when free from the supervision and direction of teachers, and he was forced to the conclusion that, so far as he could see, those children did, voluntarily and easily, use finger-spelled English as the medium for expressing themselves, in preference to any other. Whether they kept it up in after life deponent saith not. But whatever excellent thing Dr. Wilkinson saw in other schools, we believe that any visitor can see as many and as strong points of excellence in the admirable school under Dr. Wilkinson's charge.—[Weston Jenkins in the Messenger (Ala.)

MACHINERY AND INDUSTRIAL EDUCATION.

It is somewhat of a question as to just how much machinery it is advisable to introduce in a department for the industrial education of deaf children. It is even urged by some that owing to the inexperience and thoughtlessness of beginners, and the great danger to life and limb, none at all should be used. For these reasons and from economical considerations we find comparatively very little machinery in the trade departments of schools for the deaf. It would probably be safe to say that not more than twenty-five per cent. of these departments contain a machine of any kind. The argument that it is a menace to the personal safety of the child is a good enough one, if applied only to the present hour, but if urged for the ultimate welfare of the child would appear to be utterly fallacious. A child brought up under the delicate care of a nurse who takes away every possible danger, never gets the ability to take care of itself that we find in the street gamin. The former is apt to remain thoughtless, dependent, and liable to accident all his life. The latter, brought up in the school of adversity, dependent wholly upon himself, taught by the very dangers around him to be always on the alert, develops into the most vigorous and independent of citizens, able to hold his own wherever he goes. And so, to take away every danger in an industrial department is to bring up a child, who, having had no necessity for care, is liable to run pell-mell into the first he encounters in the work-shop where he finds occupation after he goes out into the world. Is it not better to accustom him to machinery, to show him its dangers, to have him take it apart, to reconstruct and operate it? This has been the principle adopted by our school. There is machiney everywhere, and, aside from two or three of the most trifling injuries, no harm has come of it. The experience of the great school at Mt. Airy has been similar. It has probably the largest amount of machinery of any institution in the country, and yet, in the hands of competent and careful instructors, no injury has resulted within our memory worthy of mention. There may well be at least one good machine in every work-room where a trade is taught. It not only gives an opportunity to learn to operate the machine but also roughens the sea, in the matter of danger, just enough to make a good mariner.—[J. P. Walker in The Silent Worker (N. J.)

The method means but little, unless there is the honest, earnest, faithful, energetic, enthusiastic teacher behind it. That kind of teacher will succeed, whatever the method.—[Supt. J. E. Ray.

RUBY RICE.

The cut on this page was made from a recent photograph of Ruby and is a pretty good likeness of her as she now looks. It presents her as well-grown. Though youthful in face, having still that sweet, simple, childlike expression of countenance that she has ever had, she is almost a woman in stature. During the past year or two she has developed rapidly both physically and mentally. She was born October 21, 1887, lost her hearing and sight at about two years of age and was admitted to this school November 1, 1901. What she has accomplished and what she is doing at present is given substantially in the following facts obtained from her teacher, Miss Mamie Heflybower:

Arithmetic: She has learned addition, subtraction, multiplication, and division, notation and numeration, and Roman numbers. She can work simple examples and problems, mental and written, in these operations. She has never experienced much difficulty in this subject, of which she has a thorough understanding as far as she has gone. The foundation is thus well laid for further building, and she will move along doubtless with little trouble.

Grammar and Composition: She has a clear idea of what a sentence is and understands sentence building; has had conjugation of verbs, regular and irregular, in the present, past, and future tenses, and the verbs conjugated illustrated by means of sentences showing the uses of the tenses. In parts of speech she has been taught (1) nouns, common and proper, and given a clear idea that nouns are names; (2) pronouns, personal, relative, and interrogative; (3) adjectives, descriptive and definitive; (4) adverbs, and (5) verbs as shown above. She is required to pick the nouns out of sentences and stories given her or out of her reading lesson, also give them from memory. The pronouns are found in the same way. They were taught her by first writing out of the sentences with nouns and then substituting the pronouns. Adjectives and other parts of speech are illustrated. The teacher gives her little stories and incidents with which she is acquainted, drawing upon the numerous everyday occurrences, not only to teach her language but to illustrate the technique of grammar. From these sentences she is required to select and classify the words according to the parts of speech. The stories are interesting to her and in great measure do away with the dryness of the subject. She likes this work and seldom miscalls a word. Of course the sentences must be simple and clear. She has had sentences presenting not only affirmative but negative statement, learning the proper order of of the words; interrogative sentences, giving her a knowledge of the proper arrangement and requiring answers in the affirmative and the negative form; sentences with or without nouns to complete the predication, as "Mary is pretty," "Mary is a pretty girl." In composition on a larger and more formal plan, she has daily journals, stories reproduced, original compositions on nature topics, and letter-writing. This is but a mere outline, and incomplete at that, of her work in grammar and composition. This work is a continual source of pleasure to her and she has gotten to use comparatively good English in expressing her ideas.

Geography: She has studied the United States as a whole, and each group taken separately, learning the names of cities, rivers, mountains, and lakes and something of the products and industries of the different sections.

History: She has had simple lessons in United States history, the lessons being thoroughly worked over by means of questions and answers before she would be required to give a connected story from memory.

RUBY RICE

In connection with this subject she has been given stories on the life of Indians, of the Pilgrims, and the early inhabitants of the country.

Reading: She has been given school readers and reading of various kinds from well-selected books for children.

Oral Lessons: Ruby has been taught speech and lip-reading to a considerable extent, and her advancement along this line is remarkable considering the difficulties she has to contend with. She knows quite a number of words and sentences, and her voice is by no means unpleasant.

Ruby can read with almost equal ease and use the New York Point, American Braille, the Line Letter, and within the last year she has learned another system, the Moon. She operates accurately and with fairly good speed Hall's American Braille writer and the Blickensderfer typewriter, both of which were a gift from Mr. Wade. Her domestic accomplishments are sewing by hand and machine, knitting and crocheting. The above will give our readers somewhat of an idea what Ruby has learned.

She enters into all her work with interest and pleasure, and notwithstanding her great affliction she is as contented and happy as most mortals. Unlike so many other blind-deaf children there never has been a time, at least since she has been under our care and instruction, when Ruby can be said to have been ill-tempered. She has always been a gentle, tractable, and sweet-dispositioned child.—[The Lone Star (Texas.)

THE OUTLOOK.

The summer vacation of 1905 has witnessed two important Conventions of Teachers of the Deaf, one on each side of the Atlantic. In our own country, we have had the Convention of American Instructors of the Deaf, at Morganton, North Carolina; and the Biennial Conference of the National Association of Teachers of the Deaf of Great Britain was held at Norwich, England. Both of these gatherings were well attended, and many important subjects connected with our work were brought under consideration, and freely discussed. It is gratifying to note the unity of aim and purpose which characterized the proceedings of both meetings. Old prejudices appear to have well nigh disappeared, and a broader minded feeling to have arisen. This is as it should be. We cannot afford to ignore, or condemn, any method or system without first investigating it, and giving it a fair trial. In our little corner of the educational field we have yet much to do. There is one thing certain; we cannot possibly get away from the fact that the work in which we are engaged, is first and foremost, an educational one, and in order to bring it to the highest degree of efficiency, we must keep in touch with all that modern educational science has to teach us. "We must move," as a writer in an educational contemporary recently said, "with the general advance of the knowledge of teaching. Methods are not necessarily good, any more than they are necessarily bad, because they are old." Any method, which, when judged from an educational standpoint, is found to be inferior to another, should be withdrawn. It is the utmost folly to go on perpetuating errors by clinging too closely to old traditions. Educationists, by virtue of their position, should above all others, be free from prejudice, and open to receive, and test, any new light that may be thrown upon their difficulties, but unfortunately this has not always held good as regards teachers of the deaf, and it is to be feared that in the ranks of teachers of normal children there are similar excep-

tions to be found. We should endeavor to live up to the injunction, "Prove all things, hold fast to that which is good."

The subject of chapel exercises was brought under consideration at Morganton, and as this topic has been discussed on more than one occasion in the columns of The Eagle, our readers will probably pardon the addition of a few brief remarks to what has already appeared. As we said just now, the work in which we are engaged is first and foremost, an educational one. True, we are to a large extent responsible for the moral and religious training of our pupils. But this moral and religious training must come through the medium of our educational system. If we wish to attain the highest possible results in these things, such training must receive as much attention, and be subject to the same reformed methods of treatment, as in secular education. The same educational principles apply to both. We cannot separate the two. Without taking into consideration the importance of the moral atmosphere of the school, the effects of which, after all, do more towards moulding the lives and characters of pupils, than all the chapel sermons put together, our success largely depends upon the foundations laid in the class room. Our work as teachers must stand first, and under no consideration should we allow anything to be included in our scheme of education that may detract from its usefulness. We do not consider that it is either necessary, or advisable, to have one form of communication for the mind of the pupil, and another for the heart. If we have to confess that it is necessary to resort to signs, in order to effectually bring home to our pupils the truths and beauties of religion, their knowledge of English must be stunted, and the teaching of language in such cases can only be regarded as a wretched failure.

The religious and moral teaching of the deaf, has always been a prominent feature of their education, but whether the means whereby such education is imparted, has kept pace in all our schools, with modern improvements in teaching, may well be questioned. Any innovation which carries with it a breath of suspicion that the moral and religious teaching in a school may be rendered less effectual, or weakened in any way, is immediately condemned, almost without investigation as to its merits. Therefore it is only natural that progress in this respect is very slow. But we repeat, we are teachers, and we regard this subject from a teacher's point of view, and we are desirous of bringing to our aid all that reformed methods of teaching are capable. We believe that much yet remains to be desired in our methods of secular education,—that we have not yet accomplished all that is possible,—that the time will come, when, by a deeper knowledge of our work, we may succeed in fully developing the minds and language powers of our pupils in far less time than is now possible, and we believe that still more remains to be desired in our methods of religious and moral teaching.

The question of the substitution of an oral, or a spelled address, for one delivered by means of the sign language, has been condemned on account of the difficulty which many of those present experience in reading it from a distance. We fully agree that to many this may present a difficulty. But there is an alternative. Why assemble the whole of the school together, irrespective of grades, without any consideration as to their intellectual attainments, and attempt to reach the minds of them all at one and the same time? Here, let it be understood, we are speaking of the ordinary morning chapel exercises, not of a gathering for Sunday worship. It has been asserted by those who are in a position to speak with authority on the subject, that whether you spell, speak, sign, or write, it is impossible to do justice to all present. The lecturer's

success depends mainly upon the mental training of his pupils. It is considered absolutely essential to grade our pupils into classes, and to teach them in separate class rooms, in order to successfully impart to them a knowledge of geography, history, arithmetic, or any other subject. Why, then, should we still adhere to such an unsound belief, and attempt to accomplish a far higher, and more important work, upon such an unscientific plan? We need only to pay a visit to a modern Sunday School to convince ourselves of our mistake. If such an arrangement is necessary for normal children, how much more so must it be for the deaf?

As regards the advisability of sign delivered sermons to the adult deaf, we have nothing to say. Our business is in the school, where we desire to train the minds of the young, and to develop their knowledge of the English language to the highest possible pitch of perfection. One, who is himself a master of signs, has said that the proper place for the sign language is away up on the top shelf, out of reach of the young. This is the point of view from which the teacher regards the question.

The less educated a deaf person is, the more dependent he is upon the help of his friends. The greater his command of English, the better educated he is, and the better his education, the more independent he becomes. Just so long as pupils leave our schools with but a meagre knowledge of English, insufficient to enable them to get any real profit or enjoyment from literature, so long will they have to depend almost entirely upon sign delivered sermons and lectures for intellectual growth and enjoyment. If we desire to bring about a better condition of things, and to raise our pupils to a higher intellectual plane, we must reform our methods, and allow the teaching of English free scope, unopposed and unshackled by the encouragement of the use of signs whether in secular or religious instruction; and the time to set about it, is here and now.—[J. A. Weaver in the Utah Eagle.

SPIRIT NECESSARY.

After all our discussions upon which method is best adapted to our needs, we must come back to the thought that it isn't the oral method, the manual method, the combined method, but the *spirit* of the method that gives life. You must be *a teacher* if you obtain results that are satisfactory. 'Tis the teacher with the spirit of education that wins. The atmosphere of the classroom must be filled with the perfume of knowledge; the atmosphere of the institution must be saturated with the same odors if you would obtain results worth emulation.

Success may be attained by any of our methods when our soul is filled with the spirit of education. We know the value of signs, we know the excellencies of a knowledge of the use of the manual alphabet, we know what can be done through speech and lip-reading. The great question is not signs, manual alphabet, speech. It is education, mind development, growth. It is not a question of which means of communication is easiest or which most difficult. One may be hard for me and easy for you. The question is with the educator. Does he or she educate the child? Some teachers are *teachers*, some are drawers of salaries. Some are developers, others are not. The teacher and the school should unfold the child and thus develop him, no matter what method is employed. Lead, guide, direct, help him to help himself, then you are educating him. Lead him to knowledge, guide him to knowledge, direct him to knowledge, help him to knowledge, and then if he is not a two-cent boy, he will help himself.—[Utah Eagle.

THUG SIGNS.

Alex. Pach, who stirs up things in the Silent Worker occasionally, calls upon us to help in exterminating what he calls "thug" signs. This is how he describes them:

"'Thug'" is my own designation for a form of the sign-language used by some people who talk, and particularly when rattled, displeased, or angry, as if every motion and every sign was a sandbag in the hands of a thug, used on a hapless and helpless victim of a midnight assault. This sort of sign-lanugage ought to go. The sooner the better. Perhaps once in a thousand times a bit of extra expressive force is needful, but never to the sandbag extent."

With the sign-language going cheerily along to its "doom," we do not feel inclined to attack any particular form of it. It is tottering along on the last of its million or more legs (with the rest of them in the grave), and it would really be unkind to lop off any more. Incidentally, although we have mentioned the "doom," we did not pronounce it. The death-knell of the sign-language, as a language, has been sounded by its enthusiastic advocates, who plead and pray continually that care be taken in its use, that the correct form of signs be taught, that it be not allowed to degenerate further, and so on. Some day they will awaken to the fact that their eloquence only serves to confirm the statement that it is doomed.—[Silent Hoosier (Ind.)

THE FIVE SLATE SYSTEM.

Miss Barry with three boys from the Intermediate Department gave an explanation of her method of teaching the relative pronouns, through the medium of the Five Slate System, before the teachers last Thursday. This exercise was followed by one on the passive voice.

At the close of the meeting, Miss Barry was asked a number of questions in regard to the use of the Five Slate System, and from her replies we gather that the system of analysis used, is one which deals with the essential elements of the sentence as wholes, not with the separate words. It leaves the English order of the words intact. The system is essentially inductive. The teacher works with the child, not for him—thus making him think and do for himself. Beginning with the main fact that a sentence must have a subject and predicate the child is led step by step, each new step being taken upon the basis of something already learned, to analyse practically everything he reads or writes. This analysis if strictly adhered to through all the various phases of language development: action work, questions, statements, picture description, letter writing, etc., will prove an efficient aid in leading the child to think clearly, and to express his thoughts in good English.—[Colorado Index.

Some of our school papers have lately been exercising themselves on the question, "Why is it that the pioneers among American instructors of the deaf got so much better results than their successors do; and in what respect were their methods superior to ours?" We should answer the question very readily: "The facts are quite otherwise." The present writer does not claim to be quite a contemporary of those early teachers; still, he is old enough to have met and to have listened to some of them, and he has read their papers in the ante-bellum Annals; he was person-

ally acquainted with many of their pupils and, when he first knew anything about deaf-mute teaching, the work was conducted on the principles and by the methods laid down and unfolded by them.

He is fully convinced that, so far as his knowledge of past and present conditions goes, the methods used and the results obtained to-day, in our best schools, are far superior to those of half a century ago.

If space permitted, it would be easy to show how opposed to sound pedagogical principles were many of the most highly valued methods of older time. Yet it is, in our opinion, quite true that some of those old teachers formed of their pupils men and women far above the general level of the deaf of our day. If we wish to know how to do such work, the answer is easy: Be such men!

President Barnard of Columbia, Prof. Day of Yale, Bartlett, Rae, and a whole school of men of their intellectual and moral stamp were for years working together in the New York and Hartford schools. The novelty of the educational problems involved apparently enlisted their enthusiastic interest. A pupil with the right stuff in him coming under the influence of such men in the intimate contact of the class-room would, no doubt, receive a far greater impetus than any ordinary teacher could give. But, we feel sure, so far as methods and immediate results go—so far, that is, as technic counts, and not the character of the teacher—the average Normal graduate of today is doing better work than was done by the giants of a past generation.—[Weston Jenkins in The Messenger (Ala.)

One question which the teacher should often and carefully weigh is that of Values in Education.

Everywhere throughout life we are called on to make choice between things of which we can't have all; we must everywhere reject the good and pass by the better, so that we may secure the best.

And our failures are quite as often due to our errors of judgment in deciding what is for us the best, as in the weakness of our powers or the lack of energy in the pursuit of what we have chosen. In the education of the deaf we often hear it said that the acquisition of correct language is the most important object, and the statement is seldom challenged.

In our opinion, however, it should be received with some qualification. A good knowledge of English, especially of written and printed English, is, beyond question, the most available means by which a deaf person can acquire the great end of education. That end we conceive to be something quite different from any of the things one finds in his books. It is power, character, life; it is will, perseverance, quick intelligence, the habit of mental and moral co-operative work, the abilit to find and to use the food and the tools of the mind. So a competent teacher can educate a boy on the mechanical and artistic side very effectively by means of a jack-knife.

But he don't do it by dwelling for eight or ten years on the proper construction of a jack-knife and by having the pupil pick out from a case the knives which are properly constructed and reject those that have loose rivets and flawy blades. He will educate through the knife by using the knife—even if it is not perfectly tempered and though the handle may be rudely shaped.

The subject is too large to be treated adequately in a half column, but as well as we can put our notion of it into a nutshell it is about this: "Teach THROUGH LANGUAGE all the time; teach LANGUAGE when you

must; don't teach AT LANGUAGE at all."—[Weston Jenkins in The Messenger (Ala.)

We see that Dr. A. Graham Bell has decided to give his endowment of $75,000 for normal instruction of oral teachers of the deaf to the Clarke School. [A portion of the income of the endowment is to be devoted to this purpose.] We have always thought, since we came to know anything about that school and its able and energetic head, that Dr. Yale's talents were not finding their complete and special field so long as they were devoted entirely to directing, however successfully, the teaching of deaf children, and not, in great part, or perhaps mainly, to the teaching of teachers. A great many men and women there are who can teach with a high degree of skill; organizers and administrators of a school are, if rare, still not unique or anything like it.

But for awaking and developing the teaching spirit, for discerning the points of attack in the pedagogic stronghold to be carried, and for tactical maneuvering in the way of contriving devices for the carrying out of the strategy involved in the principle taught, one will have to look far to find her equal. Dr. Bell's sagacity in this instance has equalled his liberality.—[Weston Jenkins in The Messenger (Ala.)

COMPULSORY EDUCATION FOR THE DEAF OF MARYLAND.

An act providing for the enumeration of the deaf and the blind of the state and for their instruction has passed the Legislature and received the signature of Governor Warfield. In brief the act provides that

"Every child between six and sixteen years of age, whose hearing or sight is so defective that he or she can not attend public school, shall attend some school for the deaf or the blind for eight months or during the scholastic year, unless it can be shown that the child is elsewhere receiving regularly thorough instruction during said period in the studies usually taught in the said public schools to children of the same age."

The principal teacher of every public school in the counties and the truant officers of the City of Baltimore are required, within thirty days from the beginning of the school year, to furnish the names of all children who are deaf or blind between the ages named within the boundaries of his or her school district who do not attend school. And the Board of School Commissioners, or Board of Education of Baltimore, shall certify forthwith such names to the respective Principals of the State Schools for such children. Penalties for neglect or violation of the act are provided.—[Maryland Bulletin.

It is our opinion, based on observation, that there is as great a difference between a semi-mute and a deaf-mute child as there is between a hearing and a deaf-mute child. Also that this difference obtains throughout the lifetime of the two, and is not removed except in exceptional and rare cases. To argue otherwise is to deny what is to be seen at any time. In saying this, we do not reflect upon the mental capacity of the deaf person, or deny that he is capable of as great attainment as the hearing:

but it is evident even to the most prejudiced, that with the loss of the greatest avenue of knowledge to the mind, from the earliest years, comes a corresponding loss of information, a lessened capacity for experience, and consequently a smaller store of both information and experience upon which to base reason. To lose the hearing is not to become a "deaf-mute," regardless of the protestations of those who wish to be considered such.—[Silent Hoosier (Ind.)

This is correct. A semi-mute knows what it is not to hear; but he does not know what it is *never to have heard.* This is an important difference and means a great deal.—[Maryland Bulletin.

Having consulted the highest authority on the subject, we learn that there is no power vested in any body to change the time and place of the next meeting of the Convention.

The Executive Committee would have power to act only in the case of the withdrawal of the invitation accepted by the Convention at its last meeting. We know of course, that the hospitable feelings of our prospective host would shrink from such a course, unless it were clear that the invited guests themselves would prefer to defer the pleasure of the visit to another season.

If it be the sense of the general body of teachers of the deaf that the meeting of 1907 had better be held in Staunton, and if such a course be promptly and unanimously advocated through the press and by personal letters, no doubt the principal of the Utah school would consent to postpone till 1909 the meeting at Ogden. Otherwise the present arrangement holds.—[Messenger (Ala.)

A letter in the Optic from Dr. Dobyns, Superintendent of the Mississippi School for the Deaf, says "that the legislature has just passed (and the same has been signed by the Governor) a bill granting $78,420 for additional room and improvements, besides increasing our support and salary funds and continuing provision for four students at Gallaudet College.

"The bill passed both houses without the change of a word or a figure and without a voice or vote against it in the committee room or on the floor. It required just ten minutes to pass it in the House and just five minutes to pass it in the Senate."

We hazard nothing in the conjecture that very careful missionary work was done in advance. We extend hearty congratulations. Such unanimity in a Legislative body is almost unheard of.—[Maryland Bulletin.

The Superintendent thinks that the colloquial expressions must be used outside of the class-room and by spelling if success is to be met with. By constant repetition the pupils will in time learn to make use of them. But if used alone in the class-room, only a few of the students will grasp them, not the majority. This subject caused the Superintendent to return to the same old saying of his: "Language must be used outside." It is a long road to travel but we must not be lazy and use signs to the children. They do not always want to try, but we must overcome that difficulty if

possible. He prefers us to put the language before the children, then these colloquial forms will come up all the time.—[Extract from a report of the Louisiana School Teachers' Meeting.

LET THE PUPIL DO IT.

There may be virtue of a kind in the class room where the teacher carefully plans all the steps of procedure, and insists on the performance of work according to her ideals; but in educative worth, it cannot compare with that where the pupil feels the glow which comes from personal discovery and accomplishment. It is a little thing to be an imitator; a great thing to be a creator.

The father who insists on his son holding the board while he drives the nails may drive the nail well, but he who holds the board while the son drives it does better. The nail may not be so well driven, but he educates his son. Even so in the school room, the child must be permitted to do his own work. Dead time must give place to active endeavor. The child must be a discoverer, an originator, a creator. He must be permitted to drive the nail.

It may, indeed, be quicker for the father to drive all the nails, yet the purpose in pedagogy is not to do the work. Telling the boy to swim, or letting him stand on the bank while you swim, will never teach him the art. Let him get into the water and splash and sink. He will gain strength and skill and pleasure every time he goes under and comes spluttering up.—[Deaf Carolinian (N. C.)

A FEW FACTS ABOUT DEAFNESS.

The age at which hearing is most frequently lost in the first and second years.

Deafmutism is found more frequently in men than in women, the percentage is about 100 to 83. This rate does not hold for the congenital form, where the female predominates 105 to 100. The reason for the greater frequency of congenital deafness among women may be traced to the fact that the female embryo is more easily influenced by noxious poisons than the male.

The direct transmission of deafness to children where both parents are deaf is only one per cent. The marriages of the first cousins and even remote relatives is one of the commonest causes of deafmutism. Marriage between relatives in families where deafmutism has occurred should be strictly forbidden.—[Colorado Index.

LIP-READING CONTEST.

A novel feature of the Gallaudet literary society program last Saturday evening was a lip-reading contest, conducted on the same plan as the old fashioned spelling school.

Miss Barker suggested the contest and the officers of the society liked the idea. Miss Van Benschoten helped her carry out the details, and at the meeting gave all the sentences.

A list of 65 sentences was prepared. They were sentences used in every day conversation, and it was supposed these would be enough. But when they had all been used there was scarcely a break in the ranks, and it was necessary to use many others.

The contest lasted 40 minutes, and there was a keen interest all the time from all the pupils. Madge McClary succeeded in reading everything given to her, and she was rewarded with a box of candy. Alex. Shoup won a close second. He owed his defeat to a word he did not know. But he deserves much credit.

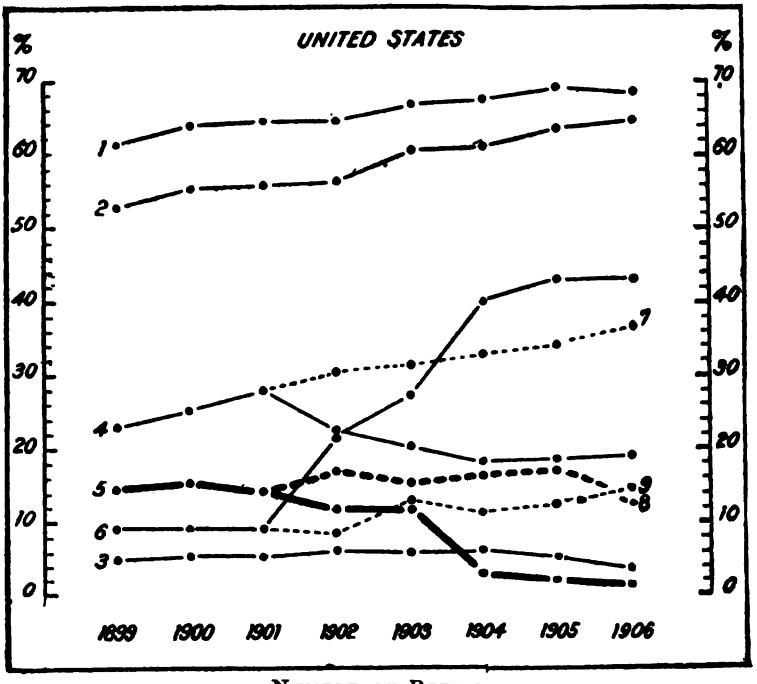
The contest was something new, and it showed that our girls and boys are making gratifying progress in that very important feature of the education of the deaf.—[Western Pennsylvanian.

The manual alphabet is not by any means the alphabet of the deaf, being invented neither by the deaf nor by their teachers. Its origin is unknown, but evidences of its existence have been traced to Assyrian antiquities down to the 15th century. More than a thousand years ago the venerable Bede, the wise Saxon, described the alphabets which were based on the finger signs for numbers used by the ancient Egyptians, Greeks, and Romans. Pedro Ponce de Leon (1520 to 1584) is said to have been the first to adapt the alphabet in the instruction of the deaf. Finger spelling has the rapidity of deliberate speech and three times that of writing.—[Dr. J. C. Gordon.

The Maryland Bulletin quotes what was said in the Palmetto Leaf about teachers at the South Carolina school not being able to attend the convention, and adds: "Would it not be well for the South Carolina School and others in like situation to close a week earlier, and so allow teachers to attend the Association Meeting. The occasion is of sufficient importance to justify such change of time in closing, and we believe Boards of Directors would sanction it. If the case were ours the change would be made."

The seventy-five-thousand-dollar endowment by Dr. Alexander Graham Bell for the normal training of oral teachers is to be given to the Clarke School at Northampton, Mass. [A portion of the income is to be used there, for the purpose stated.] The editors of the little paper family, whether of oral or combined system faith, appear to think this an excellent application of the funds, and that Dr. Caroline Yale will make the best possible use of them according to their declared object.—[Michigan Mirror.

Even manual spelling may occasionally convey an unexpected idea. While conducting some practical work in mensuration not long ago the writer spelled, "Robert and Arthur may work together." Both boys are somewhat above the average intelligence, yet neither stirred, and their expressions denoted the utmost perplexity. The sentence was repeated and then one of the boys asked in signs, "Work to get whom?"—[Washingtonian.



NUMBER OF PUPILS.

Year	Taught Speech	Speech Used	Not Used†	Taught by Speech			Schoolroom Usage		
				S	SS‡	SSS‖	S	SS‡	SSS‖
	1	2	3	4	5	6	7	8	9
1899....	6460	5584	535	2496	1549	975			
1900*...	6884	5969	582	2757	1643	995			
1901....	7131	6167	621	3020	1611	1009			
1902....	7164	6276	712	2506	1323	2412	3400	1903	938
1903....	7561	6793	645	2331	1384	3098	3552	1754	1487
1904....	7578	6858	720	2050	805	4503	37 5	18 4	12 9
1905....	7994	7873	621	2153	278	4942	39 1	2098	1424
1906....	8145	7679	466	2279	252	5148	4274	1682	1723

PERCENTAGE OF PUPILS.

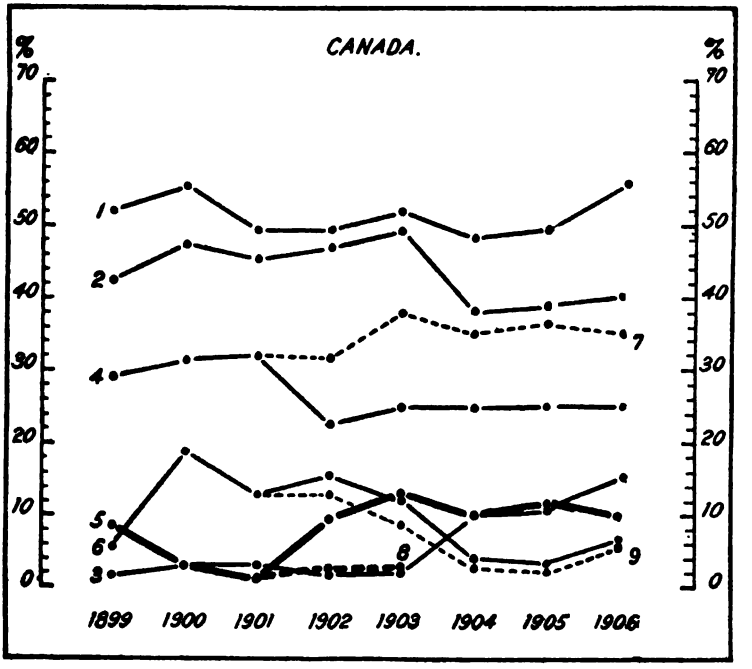
1899....	61.4%	53.1%	5.1%	23.7%	14.7%	9.2%			
1900....	64.0%	55.5%	5.4%	2[illegible].7%	15.3%	9.2%			
1901....	64.7%	56.0%	5.6%	27.4%	14.6%	9.2%			
1902....	64.7%	56.7%	6.4%	22.6%	2.0%	21.8%	30.6%	17.2%	8.5%
1903....	67.2%	60.3%	5.8%	20.0%	12.1%	27.4%	31.5%	15.[illegible]%	13.2%
1904 .	67.3%	60.9%	6.4%	18.2%	2.7%	40 0%	33.0%	16.[illegible]%	1 .4%
1905....	69.1%	68.7%	5.4%	18.6%	2.4%	42.7%	33.8%	17.6%	12.3%
1906...	69.0%	65.0%	4.0%	19.3%	2.1%	43.6%	36.2%	14 2%	14.6%

*For corrected Table for 1900, See Vol. II. p. 549. †Column 3, "not used" includes all cases where it is not known that speech is used as a means of instruction. ‡Columns 5 and 8 include unclassified cases taught by SS. ‖Columns 6 and 9 include unclassified cases taught by SSS.

KEY TO SPEECH DIAGRAMS.

The diagrams represent graphically the percentage of pupils taught speech in schools for the deaf in the United States and Canada, according to the statistics which have been gathered annually by the REVIEW since 1899. The figures on which the diagrams are based are given in each case immediately under them and the columns are numbered to correspond to the curves upon the diagrams.

1. Total taught Speech. (*Summation of all cases*).
2. Speech *used* as a means of instruction (*with or without spelling or sign-language*).
3. Taught speech, but speech *not used* as a means of instruction.



NUMBER OF PUPILS.

Year	Taught Speech	Speech Used	Not Used	Taught by Speech			Schoolroom Usage		
				S	SS	SSS	S	SS	SSS
	1	2	3	4	5	6	7	8	9
1899....	404	330	14	225	64	41			
1900....	434	411	23	247	20	144			
1901....	384	361	23	251	8	102			
1902....	393	377	16	180	75	122	250	20	107
1903....	387	367	20	183	93	91	283	21	63
1904....	354	282	72	179	75	28	259	—	23
1905 ...	346	273	73	174	76	23	255	—	18
1906....	408	296	112	183	69	44	254	—	42

PERCENTAGE OF PUPILS.

1899..	52.1%	42.6%	1.8%	29.0%	8.3%	5.8%			
1900....	55.4%	52.5%	2.9%	31.5%	2.6%	18.4%			
1901....	48.8%	45.9%	2.9%	31.9%	1.0%	13.0%			
1902....	49.2%	47.2%	2.0%	22.6%	9.4%	15.3%	31.4%	2.6%	13.4%
1903....	51.8%	49.1%	2.7%	24.5%	12.4%	12.2%	37.8%	2.8%	8 4%
1904....	48.2%	38.4%	9.8%	24.4%	10.2%	3.8%	35.3%	—	3.1%
1905 ...	49.5%	39.1%	10.4%	24.9%	10.9%	3.3%	36.5%	—	2.6%
1906...	55.4%	40.2%	15.2%	24.8%	9.4%	6.0%	34.5%	—	5.7%

KEY TO SPEECH DIAGRAMS—CONTINUED.

MEANS OF INSTRUCTION IN SCHOOL AND OUTSIDE.

4. Taught by Speech (*no spelling, no sign-language*).
5. Taught by Speech and Spelling (*no sign-language*).
6. Taught by Speech, Spelling, and Sign-Language.

SCHOOLROOM USAGE.

(Without reference to outside instruction).

7. Taught by Speech (*no spelling, no sign-language*).
8. Taught by Speech and Spelling, (*no sign-language*).
9. Taught by Speech, Spelling, and Sign-Language.

TABLE I.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

Arranged alphabetically according to location.

State or Territory.	Town.	Street or District.	Official Name of School.	Chief Executive Officer.
Alabama	Talladega		Alabama Institute for the Deaf	Joseph H. Johnson, M. A.
Arkansas	Little Rock		Arkansas Deaf-Mute Institute	Arthur G. Mashburn.
California	Berkeley		California Institution for the Deaf and the Blind	W. Wilkinson, M. A., L. H. D.
do	Los Angeles		Los Angeles Oral School for the Deaf	Mary E. Bennett.
do	Oakland	Seventeenth and West St.	Oakland Oral Class for the Deaf	Charlotte Louise Morgan.
do	do	Telegraph Ave., No. 4002.	St. Joseph's School for the Deaf	Sister M. Valeria.
do	Sacramento	Twenty-seventh and G Sts.	Sacramento Day-School for the Deaf	H. Ray Kribs.
do	San Francisco	Grove St., near Larkin	San Francisco Day-School for the Deaf	Mrs. Jennie B. Holden.
Colorado	Col. Springs		Colorado School for the Deaf and the Blind	W. K. Argo, M. A.
Connecticut	Hartford		American School for the Deaf	Job Williams, M. A., L. H. D.
do	Mystic		Mystic Oral School for the Deaf	Frances E. Gillespie.
Dist. Columbia	Washington	Kendall Green	Columbia Institution for the Deaf and Dumb	E. M. Gallaudet, Ph. D., LL.D.
			Comprising { The Kendall School for the Deaf	James Denison, M. A.
			Comprising { and Gallaudet College	E. M. Gallaudet, Ph. D., LL.D.
Florida	St. Augustine		Florida Institute for the Deaf and the Blind	Wm. B. Hare.
Georgia	Cave Spring		Georgia School for the Deaf	Wesley O. Connor.
Illinois	Aurora	Center School	Aurora Day-School for the Deaf	Maggie Neel Proctor.
do	Chicago	Ashland and Wabansia St.	Burr Public Day-School for the Deaf	
do	do	Ashland and West 13th St.	Clarke Public Day-School for the Deaf	
do	do	Chestnut and N. State St.	Ogden Public Day-School for the Deaf	
do	do	Edgewood Av. & Catalpa Ct.	Darwin Public Day-School for the Deaf	
do	do	46th St. and Hermitage Ave.	Seward Public Day-School for the Deaf	
do	do	Harrison, near Halstead St.	Dore Public Day-School for the Deaf	
do	do	Ingleside Ave. and 54th St.	Kozminski Public Day-School for the Deaf	
do	do	70th St. and Yale Ave.	Yale Public Day-School for the Deaf	
do	do	67th St. and Stewart Ave.	Normal Practice Public Day-School for the Deaf	
do	do	31st and Loomis Sts.	Holden Public Day-School for the Deaf	
do	do	21st Place and California Ave	Hammond Public Day-School for the Deaf	
do	do	The above	11 Public Day-Schools	Mary T. McCowen.
do	do	South May Street, No. 409	Ephpheta School for the Deaf	Margaret Cosgrove.
do	do	Yale Avenue, No. 6550	McCowen Oral School for Young Deaf Children	Cornelia D. Bingham.
do	Jacksonville		Illinois Inst. for Education of Deaf and Dumb	Charles P. Gillett.

Illinois	Rock Island	7th Ave. and 22d St	Rock Island Day-School for the Deaf	Meta C. Wittig.
Indiana	Indianapolis		Indiana Inst. for Education of Deaf and Dumb.	Richard Otto Johnson.
Iowa	Council Bluffs.		Iowa School for the Deaf	Henry W. Rothert.
Kansas	Olathe		Kansas School for the Deaf	H. C. Hammond, M. A.
Kentucky	Danville		Kentucky Inst. for Education of Deaf-Mutes	Augustus Rogers, M. A.
Louisiana	Baton Rouge		Louisiana Inst. for Ed. of Deaf and Dumb	S. T. Walker, M. A.
do	Chinchuba	St. Tammany Parish	Deaf-Mute Inst. of the Holy Rosary	Sister M. Athanasia.
Maine	Portland	Spring Street, Nos. 79 to 85	Maine School for the Deaf	Elizabeth R. Taylor.
Maryland	Baltimore	Hollins St., Nos. 851 to 853	F. Knapp's Institute	Wm. A. Knapp.
do	do	McCulloh St., No. 903	St. Francis Xavier's School for the Deaf	Rev. Mother M. Joseph Hartwell.
do	do	West Saratoga Street, No. 649	Maryland School for the Colored Blind and Deaf	John F. Bledsoe, M. A.
do	Frederick City.		Maryland School for the Deaf and Dumb	Charles W. Ely, M. A.
Massachusetts.	Beverly	113 Elliot Street	New England Industrial School for Deaf-Mutes	Oakley M. Bockée.
do	Boston	Newbury Street, No. 178	Horace Mann School for the Deaf	Sarah Fuller.
do	Northampton.		Clarke School for the Deaf	Caroline A. Yale, LL.D.
do	Randolph	North Main St	Boston School for the Deaf	Rev. Thomas Magennis.
do	West Medford.	Woburn Street, No. 93	Sarah Fuller Home for Little Deaf Children	Eliza L. Clark.
Michigan	Bay City		Bay City Day-School for the Deaf	Martha M. Hill.
do	Calumet		Calument Day-School for the Deaf	Gertrude Van Adestine.
do	Detroit	Second and Porter Sts	Detroit Day-School for the Deaf	Elizabeth Van Adestine.
do	Flint		Michigan School for the Deaf	Francis D. Clarke, M. A., C.E.
do	Grand Rapids.		Grand Rapids Day-School for the Deaf	Mrs. Lou Sigler.
do	Ironwood		Ironwood Day-School for the Deaf	Ethel M. Marchant.
do	Ishpeming		Ishpeming Day-School for the Deaf	Katherine Fritz.
do	Jackson		Jackson Day-School for the Deaf	Gertrude A. Coleman.
do	Kalamazoo		Kalamazoo Day-School for the Deaf	Alice Jenkins.
do	Manistee		Manistee Day-School for the Deaf	Harriet I. Sanford.
do	Menominee		Menominee Day-School for the Deaf	Mary D. Cason.
do	Muskegon		Muskegon Day-School for the Deaf	
do	North Detroit.		Evangelical Lutheran Institution for the Deaf	Rev. William Gielow, B. A.
do	Saginaw		Saginaw Day-School for the Deaf	Etta E. McFarlane.
do	Sault Ste. Marie		Saulte Ste. Marie Day-School for the Deaf	Jessie L. Thew.
do	Traverse City.		Traverse City Day-School for the Deaf	Caroline Shaw.
Minnesota	Faribault		Minnesota School for the Deaf	James N. Tate, M. A., LL.D.
Mississippi	Jackson		Mississippi Inst. for Ed. of Deaf and Dumb	J. R. Dobyns, M. A., LL.D.
Missouri	Fulton		Missouri School for the Deaf and the Dumb	Noble B. McKee, M. A., Ph. D
do	St. Louis	Cass Avenue, No. 1849	Mater Consilii School for the Deaf	Sisters of St. Joseph.
do	do	Henrietta St., No. 3435	Gallaudet School for the Deaf	James H. Cloud, M. A.

TABLE I.—CONTINUED.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

State or Territory.	Town.	Street or District.	Official Name of School.	Chief Executive Officer.
Missouri.....	S. St. Louis...	9801 So. Broadway.....	St. Joseph's Institute for the Deaf.....	Rev. Mother Agnes Gonzaga.
Montana.....	Boulder.....	.....	Montana School for Deaf and Blind.....	Thos. S. McAloney.
Nebraska.....	Omaha.....	.....	Nebraska Institute for the Deaf and Dumb.....	R. E. Stewart, M. A.
New Jersey....	Trenton.....	.....	New Jersey School for Deaf-Mutes.....	J. P. Walker, M. A.
New Mexico..	Sante Fe.....	.....	New Mexico Asylum for the Deaf and Dumb...	Lars M. Larson, M. A.
New Yo-k....	Albany.....	Pine Hills.....	Albany Home Sch. for Oral Instr. of the Deaf..	Mary McGuire.
do.....	Brooklyn.....	113 Buffalo Ave.....	Branch of St. Joseph's Inst. for the Improved Instruction of Deaf Mutes.....	Mary C. Hendrick.
do.....	Buffalo.....	Edward Street, No. 125.....	Le Couteulex St. Mary's Inst. for the Improved Instruction of Deaf Mutes.....	Sister Mary Anne Burke.
do.....	Fordham.....	East 188th Street, No. 772....	Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes.....	N. Francis O'Connor.
do.....	Malone.....	.....	Northern New York Institution for Deaf-Mutes	Edward C. Rider.
do.....	New York....	904 Lexington Avenue.....	New York Inst. for Im'd Inst'n of Deaf-Mutes.	E. A. Gruver, B. A.
do.....	...do.....	Washington Heights.....	New York Inst. for Instr. of Deaf and Dumb ..	Enoch Henry Currier, M. A.
do.....	...do.....	534 W. 187th Street.....	Reno Margulies School for Children with Defective Hearing.....	Mrs. A. Reno Margulies.
do.....	...do.....	847 St. Nicholas Ave.....	Washington Heights School for Children with Defective Hearing.....	Mrs. J. Scott Anderson.
do.....	...do.....	1 and 2 Mt. Morris Park W..	Wright Oral School.....	J. D. Wright, M. A.
do.....	Rochester.....	North St. Paul St., No. 945...	Western New York Inst. for Deaf-Mutes.....	Z. F. Westervelt, LL. D.
do.....	Rome.....	.....	Central New York Inst. for Deaf-Mutes.....	Edward Beverly Nelson, M. A.
do.....	Westchester...	.....	Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes.....	Ellen E. Cloak.
North Carolina	Morganton....	.....	North Carolina School for the Deaf and Dumb	E. McK. Goodwin, M. A.
do.....	Raleigh.....	.....	N. C. Inst. for the Deaf and Dumb and the Blind	John E. Ray, M. A.
North Dakota.	Devils Lake...	.....	School for the Deaf and Dumb.....	Dwight F. Bangs.
Ohio.....	Ashtabula.....	Division St eet School.....	Ashtabula Day-School for the Deaf.....	Mrs. Rosa Keeler.
do.....	Cincinnati.....	719 W. Sixth Street.....	L. S. Fechheimer Sch. for Promotion of Speech and Hearing.....	Virginia A. Osborn.
do.....	...do.....	East Sixth Street.....	Notre Dame School for the Deaf.....	Sister Mary of the Sacred Heart.
do.....	Cleveland.....	1304 Willson Ave.....	Cleveland Day-School for the Deaf.....	Grace C. Burton, M. A.
do.....	Columbus.....	.....	Ohio Inst. for the Education of Deaf and Dumb	J. W. Jones, M. A.
do.....	Dayton.....	1st and St. Clair Streets.....	Dayton School for the Deaf.....	Nannie C. Kennedy.

Ohio	Elyria		Elyria School for the Deaf	Harrietta A. Maxted.
Oklahoma	Guthrie		Oklahoma Institute for the Deaf and Dumb	H. C. Beamer.
Oregon	Salem		Oregon School for Deaf-Mutes	Edward S. Tillinghast, B. A.
Pennsylvania	Edgewood P'k		West. Penna. Inst. for the Instruction of the Deaf and Dumb	William N. Burt, M. A., Ph. D.
do	Philadelphia	Belmont and Monument Aves	Home for the Training in Speech of Deaf Children before they are of School Age	Mary S. Garrett.
do	do	Mount Airy	Pennsylvania Institution for the Deaf and Dumb	A. L. E. Crouter, M. A., LL. D.
do	Scranton		Pennsylvania Oral School for the Deaf	Mary B. C. Brown.
Rhode Island	Providence	520 Hope St	Rhode Island Institute for the Deaf	Laura De L. Richards.
South Carolina	Cedar Spring		S. Carolina Inst. for the Education of the Deaf and the Blind	Newton F. Walker.
South Dakota	Sioux Falls		South Dakota School for Deaf-Mutes	Dora Donald.
Tennessee	Knoxville		Tennessee Deaf and Dumb School	Thomas L. Moses.
Texas	Austin		Deaf, Dumb and Blind Inst. for Colored Youth	W. H. Holland.
do	do		Texas Deaf and Dumb Asylum	N. A. Cravens.
Utah	Ogden		Utah State School for the Deaf and Dumb	Frank M. Driggs.
Virginia	Staunton		Virginia School for the Deaf and the Blind	William A. Bowles.
Washington	Vancouver		Washington School for Defective Youth	Thomas P. Clarke.
West Virginia	Romney		West Virginia School for Deaf and Blind	James T. Rucker.
Wisconsin	Appleton		Appleton School for the Deaf	Hannah I. Gardner.
do	Ashland		Ashland Day-School for the Deaf	Alice V. Robie.
do	Black R'r F'lls		Black River Falls School for the Deaf	Mary Zassenhaus.
do	Bloomington		Bloomington Day-School for the Deaf	Katharine Reed.
do	Delavan		Wisconsin School for the Deaf	E. W. Walker.
do	Eau Claire		Eau Claire Day-School for the Deaf	Jennie C. Smith.
do	Fond du Lac		Fond du Lac Day-School for the Deaf	Anna Sullivan.
do	Green Bay		Green Bay Day-School for the Deaf	M. Stella Flatley.
do	La Crosse		La Crosse Day-School for the Deaf	Elizabeth H. Irish, B. A.
do	Marinette	Main Street, No. 1532	Marinette School for the Deaf	Daisy Minahan.
do	Milwaukee	Seventh and Prairie Streets	Milwaukee Public Day-School for the Deaf	Frances Wettstein.
do	Oshkosh		Oshkosh School for the Deaf	Anna Nugent.
do	Platteville		Platteville Day-School for the Deaf	Margaret Clowry.
do	Racine		Racine Day-School for the Deaf	Katherine Grimes.
do	St. Francis		St. John's Institute for Deaf-Mutes	Rev. M. M. Gerend.
do	Sheboygan		Sheboygan Day-School for the Deaf	Etta M. Golden.
do	Sparta		Sparta Day-School for the Deaf	Charlotte Shermer.

TABLE I.—CONTINUED.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

State or Territory.	Town.	Street or District.	Official Name of School.	Chief Executive Officer.
Wisconsin.....	Stevens Point.	.....	Stevens Point Day-School for the Deaf.....	Blanche E. Argyle.
do.....	Waupaca.....	.....	Waupaca Day-School for the Deaf.....	Jessie Banford.
do.....	Wausau.....	.....	Wausau Day-School for the Deaf.....	Margaret Hurley.
do.....	West Superior.	.....	Superior Day-School for the Deaf.....	Delia C. Page.

CANADIAN SCHOOLS.

Manitoba.....	Winnipeg.....	.....	Manitoba Deaf and Dumb Institution.....	D. W. McDermid.
New Brunsw'k.	St. John.....	Lancaster Heights.....	New Brunswick School for the Deaf.....	
Nova Scotia...	Halifax.....	.....	Halifax Institution for the Deaf and Dumb.....	James Fearon.
Ontario.....	Belleville.....	.....	Ontario Institution for the Deaf and Dumb.....	Robert Mathison, M. A.
Quebec.....	Montreal.....	St. Dennis St., No. 595.....	Catholic Female Deaf and Dumb Institution....	Rev. Sister Philip de Jesus.
...do.....	...do.....	Mile End.....	Catholic Male Deaf-Mute Inst. for the Province of Quebec.....	Rev. M. Cadieux, C. S. V.
do.....	...do.....	Notre Dame de Grace Street.	Mackay Inst. for Prot. Deaf-Mutes and Blind..	Mrs. H. E. Ashcroft.

OF INSTRUCTION

arrang	SS in Schoolr'm SSS outside	SSS in Schoolr'm SSS outside	Unclas-sified
Wis. Ap	—	—	—
" As	—	—	—
" Bl	—	—	—
" Bl	—	—	—
" De	—	—	—
" Ea	—	—	—
" Fo	—	—	—
" Gr	—	—	—
" La	—	—	—
" Ma	—	—	—
" Mi	—	—	—
" Os	—	—	—
" Pl	—	—	—
" Ra	—	—	—
" St	42	12	—
" Sh	—	—	—
" Sp	—	—	—
" St	—	—	—
" W	—	—	—
" W	—	—	—
" W	—	—	—
Number	1457	1723	—
Percenta	12.3	14.6	—
Man. Wi	—	—	—
N. B. St	—	—	—
N. S. Ha	—	—	—
Ont. Bel	—	—	—
P. Q. Mc			
" "	—	—	—
" "	—	—	—
" "	—	—	—
Number	—	42	—
Percenta	—	5.7	—

TABLE III.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.—MARCH 31, 1906.

GENERAL SUMMARY	United States		Canada	
	No. of Pupils	Per cent. of P'pils	No. of Pupils	Per cent. of P'pils
TOTAL PUPILS,.....	11812	100.0	736	100.0
Taught Speech,.....	8145	69.0	408	55.4
Not taught Speech,.....	3667	31.0	328	44.6
TAUGHT SPEECH:.....				
Speech used as means of instruction..	7679	65.0	296	40.2
" not " " " " " ..	379	3.2	112	15.2
Not stated (whether used or not)..	87	0.7	—	—
SPEECH USED AS MEANS OF INSTRUCTION:				
In Schoolroom, Outside,				
S ..... S	2279	19.3	183	24.8
S .... SS	27	0.2	69	9.4
S ..... SSS	1968	16.7	2	0.3
SS ..... SS	225	1.9	—	—
SS .... SSS	1457	12.3	—	—
SSS..... SSS	1723	14.6	42	5.7
Unclassified.... SSS	—	—	—	—

Symbols employed in above Table:

S Speech (*no Spelling, no Sign-language.*)
SS Speech and Spelling (*no Sign-language.*)
SSS Speech, Spelling, and Sign-language.

TABLE IV.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.—MARCH 31, 1906.

Means of Instruction in School and Outside (See diagrams, pp. 270 and 271)			United States		Canada	
			No. of Pupils	Per cent.	No. of Pupils	Per cent.
Diagrams	Schoolroom	Outside				
	S	S				
Line 4		Total S...	2279	19.3	183	24.8
	S	SS				
	SS	SS				
Line 5		Total SS..	252	2.1	69	9.4
	S	SSS				
	SS	SSS				
	SSS	SSS				
	Unclass.	SSS				
Line 6		Total SSS	5148	43.6	44	6.0

TABLE V.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.—MARCH 31, 1906.

Schoolroom Usage. without reference to outside instruction (See diagrams, pp. 270 and 271.)			United States		Canada	
			No. of Pupils	Per Cent.	No. of Pupils	Per Cent.
Diagrams	Schoolroom	Outside				
	S	S				
	S	SS				
	S	SSS				
Line 7		Total S...	4274	36.2	254	34.5
	SS	SS				
	SS	SSS				
Line 8		Total SS..	1682	14.2	—	—
	SSS	SSS				
	Unclass.	SSS				
Line 9		Total SSS	1723	14.6	42	5.7

Symbols employed in above Tables:

S Speech (*no Spelling, no Sign-language.*)
SS Speech and Spelling (*no Sign-language.*)
SSS Speech, Spelling, and Sign-language.

The above statistics (Tables II, III, IV, and V) have been compiled from replies to the following queries:

Query 1. SPEECH (without spelling or sign-language) used both in the school-room and outside, with.....pupils.

Query 2. SPEECH without spelling or sign-language) used in the school-room; but SPELLING (without sign-language) also used outside in chapel exercises, workshop instruction, etc., with.....pupils.

Query 3. SPEECH (without spelling o- sign-language) used in the school-room; but SPELLING and SIGN-LANGUAGE also used outside in chapel exercises, workshop instruction, etc., with.....pupils.

Query 4. SPEECH and SPELLING (without sign-language) used both in the school-room and outside, with .....pupils.

Query 5. SPEECH and SPELLING (without sign-language) used in the school-room; but SIGN-LANGUAGE also used outside in chapel exercises, workshop instruction, etc., with.....pupils.

Query 6. SPEECH, SPELLING and SIGN-LANGUAGE used both in the school-room and outside, with....pupils.

Query 7. Number taught ARTICULATION without speech being used as a means of instruction (their general education being carried on by silent methods),.....pupils.

Query 8. Number taught by silent methods alone, without being taught articulation or speech,.....pupils.

Query 9. Number of pupils in this school March 31, 1906: Total, ...pupils.

NOTES.

(1) Little Rock School (Ark.): Miss Margaret E. Hopkins writes: "We have about twelve girls who, having hearing instructors in the industrial department, are not signed to except in chapel."

(2) Hartford School (Conn.): Dr. Job Williams writes that the number and classification of the pupils is just about the same as last year. The figures are therefore taken from last year's report. In connection therewith the reader is referred to note 3, on page 291, Vol. VII, of The Association Review.

(3) St. Augustine School (Fla.): Statistics for this year, received too late for insertion in the tables, are, in answer to the queries, as follows: 1, 0; 2, 0; 3. 10; 4, 0; 5, 9; 6, 0; 7, 0; 8, 0; 9, 54.

(4) Jacksonville School (Ill.): The figures given in answer to the queries were: 1, 0; 2, 0; 3, 0; 4, 0; 5, 76; 6, 406; 7, 36; 8, 33; 9, 439.

(5) Olathe School (Kansas): Mr. H. C. Hammond reports 117 pupils under query 5, but amends it by adding to the words "without sign-language," *"except when necessary."*

(6) Chinchuba School (La.): The figures given in answer to the queries were: 1, 1; 2, 0; 3, 0; 4, 0; 5, 0; 6, 27; 7, 26; 8, 7; 9, 33.

(7) Portland School (Me.): Miss E. R. Taylor, the Principal, reports 87 pupils under query 6, but alters it to read Speech, Spelling, and Signs, instead of Speech, Spelling and Sign Language.

(8) Baltimore, Hollins St. School, (Md.): Statistics from the Association Review of June, 1904.

(9) Frederick City School (Md.): Dr. Charles W. Ely, the Principal, writes: "The sign language is used in all chapel exercises. It is not forbidden to any out of school. Pupils who can speak are encouraged to do so out of school as well as in and many take great pleasure in it."

(10) Beverly School (Mass.): The figures given in answer to the queries were: 1, 0; 2, 0; 3, 0; 4, 0; 5. 15; 6, 7; 7, 7; 8, 2; 9, 24.

(11) Flint School (Mich.): Mr. F. D. Clark, the Superintendent, in reply to our letter requesting the statistics for his school, writes:

"Dear Sir:—Replying to your circular letter of March 29th, I beg to say that your questions do not suit our school at all, which is a combined system school, and while we have many classes who do not use signs, yet we have not one where we would hesitate to make a sign, or many signs, if we thought it best, and signs are habitually used with us in the chapel. We have some shopmasters who do not understand them, and therefore do not use them, and we have others who are experts in their use and use them continually.

"Again vour question number seven, does not apply to our school. We have no such teacher and have not had for years. We have two articulation teachers, but we think if speech can be taught, that we can do most of our teaching by speech, and the sixty-nine pupils who are taught articulation all belong to oral classes that are not quite up with the rest of the class in speech and receive additional training outside their regular school hours, coming from the shops. The two teachers who teach them we call articulation teachers simply to distinguish them from the others who teach regular lessons. This additional drill and instruction seem necessary with these pupils to keep them up with the rest of the class in speech.

"In our oral department we have 187 pupils, and in our manual department 159, and the total March 31st was 346. In our articulation department we have 69, all as above.

"You can apply this information as you see fit, but I cannot in strict truth answer your questions without putting this school in a false light."

(12) Faribault School (Minn.): Mr. J. L. Smith, acting Superintendent, writes of the 92 pupils returned under query 6: "The instruction of these pupils is carried on mainly by speech and writing. The teachers use spelling and signs occasionally for elucidation."

(13) St. Louis, Cass Ave., School (Mo.): The figures given in answer to the queries were: 1, 0; 2, 0; 3, 0; 4, 0; 5, 0; 6, 41; 7, 30; 8, 11; 9, 41.

(14) Sante Fe School (N. M.): Mr. L. M. Larson writes "Writing, spelling, and signs employed here. I would like the oral instruction to be taken up again next year."

(15) Albany School (N. Y.): The statistics of this school were obtained through the courtesy of Mr. A. C. Hill, of the Inspection Division of the New York Educational Department at Albany. Mr. Hill writes: "The statistics of the Albany Home School for the Instruction of the Deaf are as follows: pupils, advanced, 10; intermediate, 10; primary, 9; backward, 11; total, 40."

(16) Washington Heights School (N. Y.): Mr. Enoch Henry Currier, the Principal in placing all his pupils under query 5 amends it to read: "Speech and Spelling (without sign-language) used in the school room and workshop instruction, but Sign-language also used outside in chapel exercises, etc."

(17) Rochester School (N. Y.): Mr. Z. F. Westervelt, the Principal, writes of query 2: "There are a number of classes in which recitations are carried on through speech, but none of these classes have all their work through speech."

Of query 7 he writes: "The work done by our beginning pupils might by some be classed under this head, but we do not so regard their speech exercises but intend them to contribute to 'their general education.'"

(18) Raleigh School (N. C.): The figures given in answer to the queries were: 1, 0; 2, 0; 3, 0; 4, 0; 5, 0; 6, 15; 7. 11; 8, 0; 9, 80.

(19) Sioux Falls School (S. D.): The figures given in answer to the queries were: 1, 0; 2, 0; 3, 0; 4, 0; 5, 0; 6, 12; 7, 4; 8, 39; 9, 51.

(20) Knoxville School (Tenn.): Mr. Thomas L. Moses, the Superintendent, writes: "No. 3 comes near covering the case of our orally taught pupils, though in an emergency a teacher will resort to a sign or to spelling."

(21) Austin School, for Whites, (Texas): Mr. J. W. Blattner, the Principal, while placing 272 pupils under query 6, adds: "Signs and spelling very little used." He writes further: "Our oral department hardly comes under 6, though I cannot quite bring myself to placing it under No. 3."

(22) Ogden School (Utah): Mr. Frank M. Driggs, the Superintendent, writes: "Fifty-eight of our pupils are in oral classes, where we use speech, speech-reading, and writing; thirty are in manual-oral classes where we use the manual alphabet, speech, speech-reading, and writing. The manual alphabet is used everywhere else, but not to the total exclusion of signs."

(23) Staunton School (Va.): The figures given in answer to the queries were: 1, 0; 2, 0; 3, 61; 4. 0; 5, 0; 6, 70; 7, 0; 8, 0; 9, 156.

(24) Vancouver School (Wash.): The figures given in answer to the queries were: 1, 0; 2, 0; 3, 0; 4. 1; 5, 14; 6, 100; 7, 22; 8, 78; 9, 115.

(25) Halifax School (Nova Scotia, Canada): The figures given in answer to the queries were: 1, 0; 2, 69: 3, 0; 4, 23; 5, 0; 6, 0; 7. 0; 8, 23; 9, 92.

(26) Belleville School (Ontario, Canada): Mr. R. Mathison, the Superintendent and Principal, while placing 65 pupils under query 7, amends the same by crossing out the word "without" before "speech," and refers us to note 23 on page 293, Vol. VII, of The Association Review, saying: "The same course is continued."

(27) Quebec, Denis St., School (Montreal, Canada): The figures given in answer to the queries were: 1, 99, 2, 0; 3, 0; 4, 0; 5, 44; 6, 0; 7, 7; 8. 37.

(28) Quebec, Notre Dame de Grace, School (Montreal, Canada): The figures given in answer to the queries were: 1, 13; 2, 0; 3, 0; 4, 0; 5, 0; 6, 42; 7. 42; 8, 4; 9, 70.

PROGRAM OF THE SEVENTH SUMMER MEETING OF THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF, EDGEWOOD PARK, PA., JUNE 27–JULY 3, 1906.

The following program has been prepared and will be followed at the coming Summer Meeting of the American Association to be held at Edgewood Park, Pittsburgh, June 27-July 3. The programme is subject to changes that may be made before the meeting. All papers will be limited to twenty minutes in their delivery, and addresses to forty minutes.

WEDNESDAY JUNE 27th.

2:30 P. M. Opening Session.

1. Invocation.
2. Addresses of Welcome:
   - President John B. Jackson, Western Pennsylvania Institution for the Deaf.
   - Dr. Wm. N. Burt. Superintendent, Western Pennsylvania Institution for the Deaf.
   - John F. Miller, Esq., Burgess of Edgewood Park.
   - The Hon. John Dalzell, Member of Congress, Pittsburgh.
3. Responses:
   - The President of the Association, A. L. E. Crouter, LL. D., Mt. Airy, Philadelphia.
   - Dr. Alexander Graham Bell, Washington, D. C.
   - Mr. Edmund Lyon, Rochester, N. Y.
   - Mr. J. Fearon, Principal, School for the Deaf, Halifax, Nova Scotia.
   - Mr. Frank Driggs, Principal, School for the Deaf, Ogden, Utah.
   - Mr. E. McKay Goodwin, Principal, School for the Deaf, Morganton, North Carolina.
   - Mr. J. W. Blattner, Principal, School for the Deaf, Austin, Texas.
   - Mr. R. O. Johnson, Principal, School for the Deaf, Indianapolis, Indiana.
3. Organization of Meeting and Appointment of Committees.
4. Annual Address by the President.

THURSDAY, JUNE 28th.

8.30 to 9.15 A. M., (and daily thereafter, at the same hour.) Class work representing primary, intermediate, and advanced grades, by pupils of the Western Pennsylvania Institution for the Deaf.

9.30 to 11.00 A. M. Opening Session. Invocation.

Primary Work.

1. The First Years of the Child's Life in the Institution, a paper by Emma Ross Thompson, Pennsylvania Institution, Mt. Airy, Philadelphia.
2. Primary Language, a paper by Mrs. Edwin G. Hurd, North Carolina School, Morganton, N. C.
3. Speech and Speech Reading in Primary Classes, a paper by Frances L. Glenn, Indiana School, Indianapolis, Ind.
4. Primary Arithmetic, a paper by Eliza Kent, Illinois School, Jacksonville, Ill. Class demonstration, Edith Wyckoff, Illinois School.

Discussion.

11.00 A. M. to 1 P. M. General Session.

1. Public Address: The World's Great School, J. A. Brashear, LL. D., Pittsburgh.
2. Defective Hearing, Aids for Its Improvement, Chevalier Jackson, M. D., Pittsburgh.
3. Visible Speech, Caroline A. Yale, LL. D., Northampton, Mass.

Discussion.

Afternoon. Program to be provided by the Local Committee on Entertainment.

8. P. M. Evening Session.

Illustrated Lecture: Ramblings in Rural England, Edwin Stanley Thompson, Mt. Airy, Philadelphia.

FRIDAY, JUNE 29th.

8.30 to 9.15 A. M. Class work by the Western Pennsylvania Institution.

9.30 to 11.00 A. M. Opening Session. Invocation.

Intermediate Work.

1. Geography and History for Intermediate Grades, a paper by Frances W. Gawith, Clarke School, Northampton, Mass.
2. Language Work for Intermediate Grades, a paper by Susan E. Bliss, Pennsylvania Institution, Mt. Airy, Philadelphia.
3. Articulation for Intermediate Grades, a paper by Frances Wettstein, Day School for the Deaf, Milwaukee, Wisconsin.

Discussion.

11.00 A. M. to 1. P. M. General Session.

1. How Best to Secure Intelligible Speech in Deaf Children, Mary McCowen, Chicago Day-Schools.
2. Speech Defects: Their Cause and Cure, Chevalier Jackson, M. D., Pittsburgh.
3. Visible Speech, Caroline A. Yale, Northampton, Mass.

Discussion.

Afternoon. Program to be provided by the Local Committee on Entertainment.

Evening, 8 to 10. Public Reception.
10 to 12. Dancing.

SATURDAY, JUNE 30th.

8.30 to 9.15 A. M. Class work by pupils of the Western Pennsylvania Institution.

9.30 to 11.00 A. M. Opening Session. Invocation.

Advanced Work.

1. The Use of Pictures in Advanced Grades, a paper by Harris Taylor, Pennsylvania Institution, Mt. Airy.
2. Arithmetic: the Analytical Method, a paper by A. U. Downing, Western Pennsylvania Institution, Edgewood Park.
3. Advanced Geography, a paper by Edwin Stanley Thompson, Pennsylvania Institution, Mt. Airy, Philadelphia.
4. Speech Work for Older Pupils, a paper by Kate H. Fish, Kendall School, Washington, D. C.

Discussion.

11.00 A. M. to 1. P. M. General Session.

1. Visible Speech, Caroline A. Yale, Northampton, Mass.
2. Defective Vision in School Children, G. E. Curry, M. D., Pittsburgh.
3. The Real Purpose of Nature Study, Dr. Samuel C. Schmucker, West Chester, Pa.

Discussion.

Afternoon. Program to be provided by the Local Committee on Entertainment.

Evening, 8 to 11. Experience Meeting with Open Discussion of all Topics included in the Program.

SUNDAY, JULY 1st.

Afternoon Session at 3 o'clock. Invocation.

1. Sunday Occupations for Younger Pupils, a paper by Bessie N. Leonard, Clarke School, Northampton, Mass.
2. Sunday School Work for Intermediate Grades, a paper by Edwin G. Hurd, North Carolina School, Morganton.
3. Sunday School Work for Advanced Grades, a paper by James A. Weaver, Utah School, Ogden.
4. The Moral Training of the Young, an address by Dr. Samuel C. Schmucker, West Chester, Pa.

Discussion.

MONDAY, JULY 2d.

8.30 to 9.15 A. M. Class Work by pupils of the Western Pennsylvania Institution.

9.30 to 11.00 A. M. Opening Session. Invocation.

1. The Proper Treatment of the Verb, a paper by Samuel G. Davidson, Pennsylvania Institution, Mt. Airy, Philadelphia.
2. Library Work, a paper by Candace A. Yendes, Western Pennsylvania Institution, Edgewood Park, Penn.
3. Advantages of Home Instruction for Young Deaf Children, a paper by Mattie F. Metcalf, Olathe, Kansas.

4. Errors in Arithmetical Methods, a paper by Barton Sensenig, Pennsylvania Institution, Mt. Airy, Philadelphia.

Discussion.

11.00 A. M. to 1 P. M. General Session.

1. School Sanitation and Hygiene, Adolph Koenig, M. D., Pittsburgh.
2. Importance of Physical Training for Deaf Children, a paper by Grace G. Green, Pennsylvania Institution, Mt. Airy, Philadelphia.
3. The Meaning of a Flower, Dr. Samuel C. Schmucker, West Chester, Pa.

Afternoon. Program to be provided by the Local Committee on Entertainment.

Evening Session. 8 P. M.

Colonial Pittsburgh, an address by Samuel Harden Church, Litt. D.

TUESDAY, JULY 3d.

Morning Session, 9. A. M. Invocation.

1. The Education of the Deaf-Blind, Superintendent J. W. Jones, School for the Deaf, Columbus, Ohio. Leslie Oren will be presented by his teacher, Miss Ada Lyon.
2. Normal Training for Oral Teachers of the Deaf, F. W. Booth, Mt. Airy, Philadelphia.
3. The Classification of Pupils and Methods of Instruction Pursued in Schools for the Deaf in Denmark, Anders Hansen, Nyborg, Denmark.
4. The Progress of Speech Work in Foreign Schools, Hon. John Hitz, Superintendent Volta Bureau, Washington, D. C.

Business Meeting.

Election of five Directors in place of Alexander Graham Bell, Mrs. Gardiner G. Hubbard, A. L. E. Crouter, Mary McCowen, and J. W. Blattner.

Reports of Committees and other necessary business.

Adjournment.

EDITORIAL COMMENT.

THE SEVENTH SUMMER MEETING.

At this writing the arrangements for the Seventh Summer Meeting of the American Association have been so far completed that little now remains to do except to await the time of assembling at Edgewood Park, on June 27. The program, published elsewhere (see pages 284-287), promises almost everything that can be desired by the earnest teacher and seeker after better ways, and we are sure it will be perused with interest and pleasant anticipations by all contemplating attendance upon the Meeting. The program does not state what is provided for the afternoons, but the Local Entertainment Committee has made arrangements that will amply fill in the time. We understand that excursions are planned with the following as the principal places to be visited, committees being provided to take parties in charge, conducting them to the places named:

Westinghouse Electric and Manufacturing Company; H. J. Heinz Co. pickle factory; Turtle Creek Coal Co.; National Biscuit Co.; Ward's Bakery; Armstrong cork factory; glass works; Block-house; auto ride; McCreey's store; Homestead steel works; Farmers National Bank building; Nixon theatre; Luna Park; trip up the Monongahela river.

Dr. Burt writes of this part of the program as follows:

"The range is enough to afford every one opportunity to see some of the characteristic places of Western Pennsylvania, though no one person can take in all of these expeditions. The observation auto car makes trips two or three times a day, visiting many places of interest, and the street railway company will furnish a touring car that will accommodate eighteen persons at $5.00 an hour, or a launch large enough to accommodate 15 to 18 persons may be secured for an afternoon for about $15.00 which would afford an opportunity to visit points on the Monongahela river, along the banks of which there are a great many rolling mills and furnaces. One of the principal theaters will be

open all summer, and Luna park furnishes most excellent music and is well worth seeing. I want to avoid giving opportunity for any sight-seeing during the sessions of the convention, and shall ask our teachers not to lend themselves to any pleasure that will take visitors away during those hours."

Regarding railroad rates, we are glad to be able to announce that the one and one-third rate is available from all points of the country including New England and Canada, Arkansas and Texas, and the territory west to Colorado, and in Colorado to the Utah line. Members wishing this rate ***must*** secure a printed *Certificate* of the ticket agent of whom they purchase their *full fare* ticket to Pittsburg, to be brought to the meeting, where its presentation will entitle to the one-third return rate. Upon arrival in Pittsburg, members will be met on Tuesday evening and thereafter until Wednesday evening at the several stations, by guides from the Edgewood Park School, who will render them all needed assistance in getting themselves and their baggage to the place of meeting.

As all who attend the Summer Meeting, availing themselves of its privileges and participating in its sessions, are expected to have the status of Active Members of the Association, it would be well, in order to save time and trouble at the Meeting, for those not now members on the Active list to forward the membership fee, $2.00, to the Treasurer, F. W. Booth, Mt. Airy, Philadelphia, receiving his receipt for the same.

RECENT VISITORS FROM ABROAD.

Our American schools have been honored during the past two months by visits of inspection from three distinguished co-laborers from abroad. The first to come was Dr. J. Kerr Love, for many years aurist and physician on the staff of the Glasgow School for the Deaf. He was followed by Mr. A. Hansen, assistant principal of the Nyborg, Denmark, School for the Deaf. And we now have with us Mr. E. Boyesen, principal of the Agricultural School for the Deaf, lately started at Freberg, near Sandefjord, Norway. These gentlemen are all experienced observers, and hence well able to judge of the results of our American methods, whether good or poor, when presented to their inspection. Mr. Hansen and Mr. Boyesen expect to be in attendance at the Summer Meeting at Edgewood Park, one or both having place on the programme. F. W. B.

DR. BELL RECEIVES AN HONORARY DEGREE FROM THE UNIVERSITY OF EDINBURGH.

The many friends of Dr. Alexander Graham Bell throughout the world will be gratified to learn of the recent conferring upon him, by the University of Edinburgh, of the honorary degree of Doctor of Laws. But for teachers of the Deaf the event has especial interest in the fact that, accompanying the recognition of Dr. Bell's great service to the world in the invention of the telephone, there was linked recognition of his earlier achievements in the field of phonetics and in the work of developing and perfecting methods of teaching speech to the Deaf, the pertinent suggestion being made that it was the earlier work and studies of Dr. Bell that made a possibility his final triumph, the solution of the problem of telephonic communication.

The following, from The Scotsman of Edinburgh, of date Tuesday, April 10, 1906, two days before the event, announces Dr. Bell's presence in Edinburgh and readiness to receive the degree, and gives some facts of his history that will be new probably to most of our readers:

"Dr. Alexander Graham Bell, the inventor of the telephone who on Thursday is to have conferred upon him by the University of Edinburgh the honorary degree of LL. D., is at present on a visit to Edinburgh, and is staying at the Royal Hotel. In recognition of his great triumph, Dr. Bell has had many honors bestowed upon him, but possibly none will afford him greater gratification than that which he is about to receive at the hands of the Senatus of Edinburgh University, for the reason that he is a native of Edinburgh and studied at the University, having attended among others the classes of the late Professor Blackie. His early education was received at the Royal High School, one of his teachers there being Dr. Donaldson, now principal of the University of St. Andrews, the Senatus of which conferred upon him two years ago *in absentia* the honorary degree of LL. D. It was on account of his health that Mr. Bell left this country in 1870, and, along with his father, took up residence in Brantford, Ontario, where the telephone was invented—a fact which has gained for Brantford the name of 'The Telephone City.'

"The invention which now occupies such a prominent place in business life, was patented by Mr. Bell in 1876. He also invented the photophone, and had likewise a share in the invention of the graphophone. Twenty-six years have elasped since Mr. Bell last visited his native city. Before leaving for Washington, to-

wards the end of this month, Dr. Bell purposes visiting St. Andrews, that he may personally convey to the Senatus his acknowledgment of the degree awarded him."

And the same paper, of date Friday, April 13, the day after the event, reports it as follows:

"ALEXANDER GRAHAM BELL, M. D., LL. D., PH. D.

"Dr. Graham Bell was loudly applauded on being presented by the Dean of the Faculty of Law, who said: 'Amongst the achievements of modern science none is more wonderful or beneficent than the removal of the barriers which disease and distance alike present to the transmission of human speech. The glory of this two-fold triumph rests in large measure with Professor Graham Bell. In him we see the author of some of the chief developments in the methods of teaching the deaf and dumb, and in him we see the practical inventor of the first articulating telephone (Applause). The son of a citizen of Edinburgh, Alexander Melville Bell, who gained celebrity by his scientific analysis of the elements of speech, Professor Graham Bell was at an early age started on the path which has conducted him to name and fame. It is largely by the application of his father's system that Professor Graham Bell has done so much for the advancement of those institutions which seek to impart hearing to the Deaf and means of expression to the Dumb. His achievements in this sphere, no doubt, suggested to him the undertaking of more general utility, the solution of the problem of telephonic communication. The annals of scientific discovery contain no chapter more interesting than that which records the long series of preliminary experiments. Pater ipse *loquendi* haud facilem esse viam voluit. But at last by substituting undulatory for intermittent electric currents, Professor Bell succeeded in effecting the articulate transmission of speech to a distance. It is a noteworthy circumstance, as showing that the telephone is of truly academic origin, that on the first occasion on which the infant instrument emitted intelligible utterance, the Professor stood at one end of the wires and a student at the other. Time precludes me from dwelling upon the other scientific inventions, the graphophone and the photophone, associated with Professor Bell's name. His native city is proud of her illustrious son, and the name of so signal a benefactor will add lustre to our academic roll.' (Applause)." F. W. B.

A graduate of the School of Domestic Science in Boston desires a position as instructor in that branch in a school for the Deaf. Address inquiries to the Editor of the REVIEW.

DEAF SCHOOL ATTENDANCE BY STATES AND DISTRICTS.

Comparisons recently made by the Superintendents of two western state Institutions, with reference to the number of pupils in their schools relative to the population of their states, has led us to make similar comparisons covering the entire country, the following tables being the result of our inquiry. The figures will, we believe, prove both interesting and instructive, and particularly instructive as demonstrating that school attendance, other things being equal, is largely a question of the convenient location of the schools and of their number in any given area or district of the country.

The tables are constructed to show the deaf school attendance in the several states or districts for every 100,000 of population, and the states and districts are arranged in the order of the size of this attendance, beginning with the largest. Without going into a detailed study of the tables and the figures, it is sufficient here to point out that the states having the best deaf school attendance relative to population either have numerous schools, or have them at least favorably located as relative to the greater masses or centres of population. There were, for instance, in 1900, within the borders of the three states heading the list—Wisconsin, New York, and Michigan—33 schools, or nearly one-third of the 109 schools in the country; and in the first 12 states, down to and including Ohio, there were 63 schools, leaving 46 schools to provide for the deaf children of the remaining 39 states and territories.

The average attendance in the 12 states having numerous schools was 18.3 pupils per 100,000 of population; while the average attendance in the 39 states of relatively fewer, and generally less conveniently because distantly located schools, was 11.5 pupils per 100,000 of population. Assuming 25 as an approximation to the number of deaf children of school age in every 100,000 of population (the number is probably larger), it will be seen, by comparisons with this basis number, to what extent the several states are doing—or failing to do—their duty in providing educational facilities for the deaf:

	Total population in 1900.	No. of deaf children in school, in 1900.	No. in school for every 100,000 of population.
Wisconsin	2,069,042	464	22.4
New York	7,268,012	1,600	22.0
Michigan	2,420,982	474	19.6
North Dakota	319,148	55	17.2
Kansas	1,470,495	250	17.0
Illinois	4,821,550	810	16.8
West Virginia	958,800	158	16.5

Kentucky	2,147,174	353	16.4
Nebraska	1,068,539	170	15.9
North Carolina	1,893,810	295	15.6
Ohio	4,157,545	611	14.7
Oregon	413,536	60	14.5
Washington	518,103	75	14.5
Colorado, Utah, Idaho, Wyoming	1,070,752	155	14.5
Minnesota	1,751,394	250	14.3
Indiana	2,516,462	359	14.3
Maryland	1,190,050	169	14.2
Missouri	3,106,665	425	13.7
Arkansas	1,311,564	175	13.3
Pennsylvania	6,302,115	838	13.3
South Dakota	401,570	52	12.9
Iowa	2,231,853	288	12.9
California, Arizona. Nevada	1,650,319	208	12.6
Connecticut. Massachusetts, Maine, New Hampshire, Rhode Island, Vermont	5,591,952	644	11.5
Tennessee	2,020,616	230	11.4
District of Columbia,[1] Delaware	463,453	52	11.2
Louisiana	1,381,625	153	11.1
Texas	3,048,710	320	10.5
Florida	528,562	46	8.7
Mississippi	1,551,270	133	8.6
South Carolina	1,340,316	114	8.5
Virginia	1,854,184	155	8.4
Georgia	2,216,331	184	8.3
Alabama	1,828,697	140	7.7
New Jersey	1,883,669	140	7.4
Oklahoma, Indian Territory	790,205	52	6.6
Montana	243,329	15	6.2
New Mexico	195,310	9	4.6
United States	76,215,129	10,750	14.1

[1]Not including students at Gallaudet College.

The states included in the table below having taken a census in 1905, the computations of their deaf school attendance for that year are shown as follows:

	Total population in 1905.	No. of deaf children in school in 1905.	No. in school for every 100,000 of population.
Wisconsin	2,228,949	511	22.5
New York	8,066,672	1,660	20.6
Michigan[1]	2,530,016	500	19.9
Kansas	1,543,818	241	15.6
Minnesota	1,979,912	278	14.0
North Dakota	437,070	60	13.7
Iowa	2,210,337	251	11.4
South Dakota	424,642	49	10.8
New Jersey	2,144,143	152	7.1

[1]For the year 1904.

TRINIDAD GARCIA.

The death of Trinidad Garcia, Superintendent of the School for the Deaf, Mexico City, removed from the work a man who was regarded as possessed of large ability and the highest integrity. He was a statesman who renounced higher honors that he might give to the cause of the education of the Deaf the benefit of his talents for the latter years of his life. His son, Daniel Garcia, a man experienced in the instruction of the Deaf, and an author of note on subjects of our special pedagogy, succeeds to the superintendency of the school, so the work of the father will, no doubt, be continued on the lines that he established and pursued so successfully and acceptably. The following life sketch of Trinidad Garcia we take from the columns of the Daily Record, of Mexico City, of date February 17, 1906:

One of Mexico's distinguished statesmen and foremost citizens, Hon. Trinidad Garcia, Callejon de Corpus Christi, died yesterday morning at 6:30 o'clock of pneumonia, at the age of 75 years. He leaves a widow, four sons, and one daughter. The funeral will be held this afternoon at 4 o'clock, from the Corpus Christi Church, on Avenida Juarez, and will be attended by President Diaz, a commission from the Supreme Court, the ministers, the cabinet of the Mexican government, a deputation of congressmen and foreign diplomats.

Senor Trinidad Garcia was perhaps the most unique figure in the high councils of his country. His personality was singular, rare and uncommon. In many respects he stood out alone without a peer and seldom, if ever, an equal in the whole range of patriotic citizenship for the country he loved so well. His real ambition was patriotism, not politics. No man in the political history of Mexico has served his country with such unselfish and unswering loyalty as the distinguished statesman who today reposes amid a wilderness of flowers as a testimonial of his popularity from the humblest to the highest citizen. His bier is completely hidden by floral tributes, some from the President of the republic and the highest officials in the land, some from the poorest of the poor, whose offerings were bedewed with tears. In the death of Sr. Garcia, President Diaz has lost a tried friend who never failed him or his country, and there was never an hour in his long and distinguished life that the country or president could not have called him to serve both. But if the chief execu-

TRINIDAD GARCIA

tive has lost a good friend, so have the city's poor lost a sincere one. His hand was in his pocket for the deserving needy and none were ever turned away hungry or downcast. It is seldom that any man, in any country or language, can hold the President with one hand and a beggar with the other. One ear was for the honor of his country, the other for the cry of the poor. Today at his magnificent mansion, more faces have looked upon the dead statesman than any other deceased of the nation. The President called twice yesterday and today there is one continuous stream from the ranks of the city's poor silently weeping for their benefactor, who was never dwarfed by a vanity that forbade him to take their hand. It is a scene that touches the stoutest heart and inspires brilliant example to those who have looked upon this silent demonstration of sorrow for a great and loved man.

Don Trinidad Garcia held many positions of trust and honor. He has been a congressman since the Fifth Congress. He was at the time of his death director for the government school for Deaf Mutes. He served in former years as secretary of the treasury and secretary of the interior. He was also at one time justice of the supreme court. It was not generally known that Don Trinidad was a general in the army. He refused to be in actual service, as he desired no salary. He said: "When my country needs me, I will be ready to lay down my life at its altar, but title or salary I must refuse." What more patriotic sentiments could be inspired from a human heart? No nobler words were ever uttered, and he carried them out to the letter.

During the reigns of Benito Juarez and Gonzales, both offered Sr. Garcia the secretaryship of the treasury, but he refused to accept out of staunch friendship and admiration he held for Don Porfirio Diaz. Sr. Garcia was ripe in years and mature in wisdom. He was conservative and held the confidence and esteem of men of all classes. Had he desired, he could have realized any ambition he aspired to, but he was content to be known only as a loyal citizen of the republic of Mexico. As proof of his utter unselfishness and sincerity, after his long and honorable career he leaves only his good name as a heritage to his esteemed family. The President will stand at his coffin today to testify to his honor, while many poor laborers will rest their picks and shovels to pay their respects to a man who was not afraid to touch elbows with poverty.

The remains will be interred with imposing ceremony in the historical Guadalupe cemetery, on Tepeyac mountain, where rest the remains of General Santa Ana and other foremost patriots and citizens.

SALARIES AND PENSIONS IN DENMARK.

At our request, Mr. A. Hansen, of the Nyborg, Denmark, School, now visiting in this country, has prepared and sent to us a statement relative to a recent governmental action whereby the teachers in the various schools for the Deaf in Denmark have recently had a substantial increase in their compensation. An interesting feature of the Danish system of compensation is, that it provides for a pension to all teachers of two-thirds their latest salary, after having completed a service of twenty-nine years. The statement follows:

"The teachers of the Deaf in Denmark have had the satisfaction to see their salaries raised by an act of Parliament this spring. The new law institutes five increments of 300 (for ladies 200) crowns each fourth year. (Hitherto there have been only four such increments.) The starting salary has been raised by 200 crowns for both women and men. There is a slight difference between the wages of women and men, but not nearly as large in the deaf schools as in hearing schools. The schools of the Deaf in Denmark all belong to the State, which through a higher pay try to induce the most fitted teachers to enter the ranks. After a satisfactory service of twenty-nine years, teachers may retire with a pension of two-thirds of their average salary of the last five years they have served. Compared with salaries paid by communalities to teachers in public schools, the State gives the teachers of the Deaf from one-fourth to one-third more, and the hours of instruction are one less in the deaf schools than in hearing." F. W. B.

NEW PRINCIPALS.

The new school year will open with changes of heads of at least three schools for the Deaf as follows: Mr. Lyman Steed will fill the vacancy in the principalship of the Baltimore school for the colored blind and deaf, created by the advancement of Mr. John F. Bledsoe to the Superintendency of the Maryland School for the Blind; Mr. A. H. Walker will succeed Mr. Wm. B. Hare as President of the Florida school; and Mr. E. G. Hurd will take the place of Miss Laura DeL. Richards as Principal of the Rhode Island school. A new state school will be opened at Boise, Idaho, with Mr. James Watson, formerly of the Vancouver, Washington, school, at the head.

A CORRECTION.

A correction has been sent us of a statement made by Mrs. Anrep-Nordin, in her article in the last REVIEW, relative to the home and property of Helen Keller, the statement being to the effect that the property was purchased by national subscription and presented to Miss Keller, along with a yearly allowance of two thousand dollars. The facts are given to us as follows: "Whatever Miss Keller has of property and income, beyond her own earnings, is the gift of a few friends. The fund, to which Madam Nordin evidently refers, was privately collected; it was not raised by 'national subscription,' and does not yield 'a yearly allowance of two thousand dollars.'" We are sure Mrs. Nordin's statement was made through misapprehension, and that she will be glad to have the above correction appear.

F. W. B.

OBITUARY.

Edwin F. Swan, for many years the efficient Steward of the School for the Deaf at Flint, Mich., died April 7, 1906, at the age of 63 years. He entered the employ of the Flint School in 1889 as a bookkeeper, and later was appointed Steward. He is pleasantly remembered by all members of the Convention which met at the Flint School in 1895.

Mayme Burnett, teacher in the Kindergarten of the Kansas School for the Deaf at Olathe from 1895 to 1905, passed away at Portland, Oregon, April 18, after an effort to regain lost health by a change of climate.

Elizabeth R. Young, for eleven years a valued teacher in the Advanced Department of the Pennsylvania Institution for the Deaf at Mt. Airy, died on May 21. Miss Young was not only a successful teacher, but she was possessed of an unusually sunny nature and kindly spirit, so that her influence upon all who came in contact with her was ever uplifting and refining.

Reprints in pamphlet form of "My list of Homophenous Words," by Emma Snow, may be obtained through the office of the General Secretary. Price for single copies, 25 cents.

NEW MEMBERS.

The following named persons have been elected to membership in the American Association to Promote the Teaching of Speech to the Deaf by vote of the Board of Directors. The list includes those elected since the last report:

Alcorn, Alice M., School for the Deaf, Council Bluffs, Iowa.
Beck, Cynthia S., Raton, New Mexico.
Bliss, Mrs. J. Gordon, N. E. Cor. Eighth St. and Garfield Ave., Price Hill, Cincinnati, Ohio.
Boyesen, Eyvind, Agricultural School for the Deaf, Sandefjord, Norway.
Campbell, Dr. James T., 34 Washington St., Chicago, Ill.
Capps, Dr. E. D., 514 Taylor St., Fort Worth, Texas.
Carter, Florence E., School for the Deaf, Malone, New York.
Clark, Florida H., 11 West 52nd St., New York City.
Curry, S. S., School of Expression, Pierce Bldg., Copley Square, Boston.
Cuthbertson, Ethel, School for the Deaf, Halifax, Nova Scotia.
Daggett, H. C., 176 Federal St., Boston, Mass.
Dobbins, Emma A., School for the Deaf, Salem, Oregon.
Eckert, Alice C., Mercersburg, Pa.
Eckert, Annie L., 847 St. Nicholas Ave., New York City.
Ferguson, E. E., Supt. of Schools, Sault Ste. Marie, Michigan.
Fish, Wm. B., 364 Russell Ave., Cleveland, Ohio.
Freedman, Mrs. Margaret, 627 Van Buren St., Milwaukee, Wis.
Gartrell, Mary, Goliad, Texas.
Grégoire, E., Institut provincial de Sourds-Muets et d'Avengles, Berchem Ste. Agathe, Belgium.
Gibson, Agnes A., School for the Deaf, Belleville, Canada.
Gompertz, Anita, Inst. for the Deaf, Berkeley, Cal.
Herdman, John, 27 First St., East Norwalk, Connecticut.
Hutchings, Mrs. Mary M., 22 Lyndhurst St., New Dorchester, Mass.
Hutchins, Mrs. Marion R., 38 Grant Road, Swampscott, Mass.
Imura, Miss Ei. School for the Deaf and Blind, Tokio, Japan.
Jack, Prof. Frank M., Sparta, Wisconsin.
Johnston, Mary C., Mercersburg, Pennsylvania.
Jones, Eleanor P., School for the Deaf, Scranton, Penna.
Keller, Hjalmar, Royal Inst. For the Deaf, Fredericia, Denmark.
Kennedy, Mildred, Readville, Mass.
Kuntze, Dr. Walter, Leutzsch, Leipzig, Germany.
Lane, Adelaide, P., 176 Prospect St., Northampton, Mass.
Locke, C., Den off. Skole for dove, Trondhjem, Norway.
Lynch, T. D., 816 Wallace St., Wilkinsburg, Penna.
Lyon, Gertrude, 1211 Harrison St., Flint, Mich.
Maler, Rev. Bede, O. L. B., School for the Deaf, Chinchuba, La.
McClelland, Mary, School for the Deaf, Mt. Airy, Philadelphia.
McKeen, Frances, Clarke School, Northampton, Mass.
Moeller, F. A., P. J., St. Ignatius College, Chicago, Ill.
Mumford, E. F., School for the Deaf, Morganton, N. C.
Newbern Georgia, 6550 Yale Ave., Chicago, Ill.
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THE ASSOCIATION REVIEW is a publication of the American Association to Promote the Teaching of Speech to the Deaf. It is sent free to Active Members of the Association. Active membership is obtained upon payment to the Treasurer of the membership fee of two dollars ($2), or its equivalent in foreign currency—8s. 4d. in English money; 8m. 2pfg. in German money; 10fr. 2c. in French money; 7 kr. 50 ore. in Norwegian, Swedish, and Danish money; and 10l. 2c. in Italian money. Postal money orders should be drawn on Philadelphia, in favor of F. W. Booth.

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THE ASSOCIATION REVIEW

PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF

FRANK W. BOOTH, EDITOR

October, 1906

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The American Association to Promote the Teaching of Speech to the Deaf welcomes to its membership all persons who are interested in its work. Thus the privilege of membership is not restricted to teachers actively engaged in the instruction of deaf children, but is intended to include Directors or Trustees of schools for the deaf, parents and guardians of deaf children, the educated deaf themselves who wish to aid by the weight of their influence and by their coöperation the work that has done so much for them, and all other persons who may have had their hearts touched with a desire to show their interest and to help on the work.

Every person receiving a "sample copy" of THE ASSOCIATION REVIEW is invited to join the Association. The membership (or dues) fee is $2.00 (8*s.* 6*d.*) per year, payment of which to the Treasurer secures (after nomination to and election by the Board of Directors) all rights and privileges of membership, together with the publications of the Association, including THE ASSOCIATION REVIEW, for one year. To *non-members* the subscription price of THE ASSOCIATION REVIEW is $2.50 (10*s.* 4*d.*) per year.

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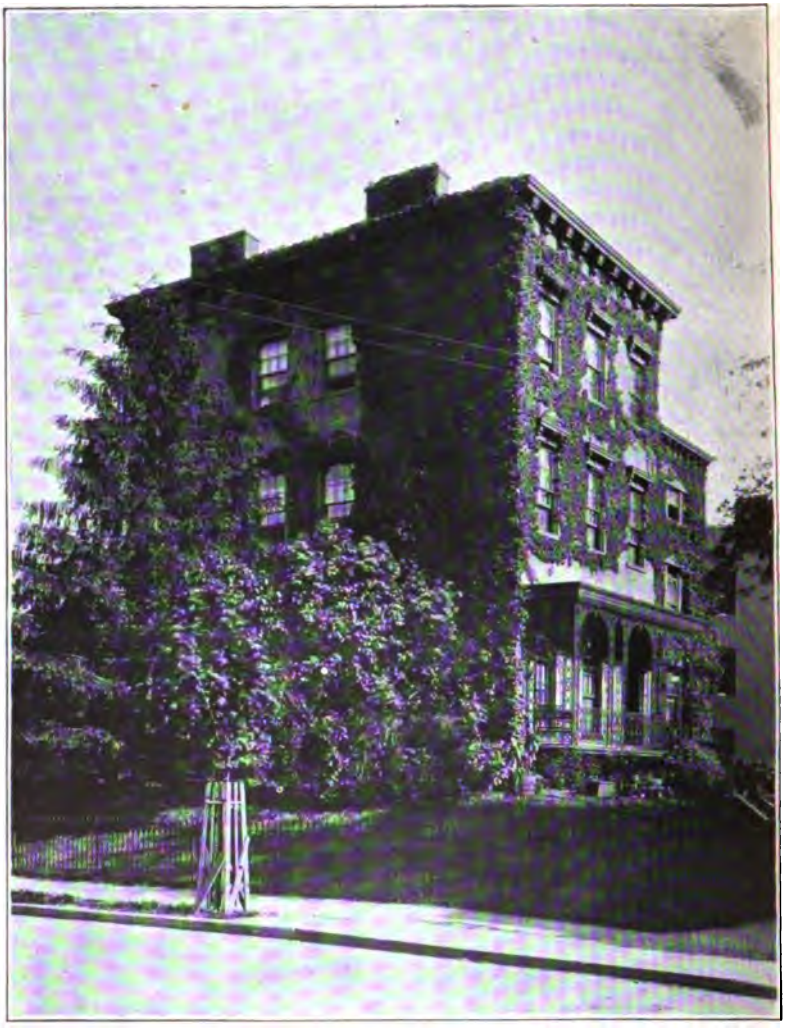

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THE ASSOCIATION REVIEW.

VOL. VIII, No. 4.

OCTOBER, 1906.

THE ADDRESS OF THE PRESIDENT BEFORE THE SEVENTH SUMMER MEETING.[1]

A. L. E. CROUTER, MT. AIRY, PHILADELPHIA.

Members of the American Association to Promote the Teaching of Speech to the Deaf, and Ladies and Gentlemen:

In accordance with custom, I have the privilege and pleasure, this afternoon, of laying before you some account of the operations of the American Association to Promote the Teaching of Speech to the Deaf since its last Summer Meeting; to call your attention to the remarkable growth of the work that called it into existence; to point out certain elements of weakness and of strength that have attended that growth; and, finally, to offer some suggestions whereby our usefulness in the cause we have in hand may be increased and extended.

As many of you no doubt recall, the last meeting of the Association was held seven years ago in Clarke School, Northampton, Mass. It was a meeting in every way admirably conducted by my very distinguished predecessor in office, Dr. Alexander Graham Bell, who, as founder and friend and benefactor, has done so much to promote the cause of teaching speech to the Deaf in our own country and in foreign lands. His enforced absence today is a source of regret, amounting to personal loss, to every member present. For various reasons, no regular meeting of this character has been held since the Northampton meeting, but the work of the Association has not been allowed to suffer. Its Board of Directors, through various chan-

[1] Held at Edgewood Park, Pa., Aug. 25–31, 1906.

nels and agencies, have lost no opportunity to advance the interests of the cause it seeks to uphold. It has published seven volumes (the eighth will be completed in December next) of the ASSOCIATION REVIEW, a magazine ably conducted by the General Secretary, Mr. F. W. Booth, supported by an exceedingly capable staff of writers. It has aided schools in their efforts to teach speech and speech-reading. It has encouraged the holding of summer schools for the training of teachers of articulation. It has maintained a bureau of information through which many schools have been enabled to secure teachers, and many teachers to obtain positions of a public and private character. Its General Secretary has visited a large number of institutions and schools, usually by special invitation, and given aid and encouragement as conditions seemed to require, has attended all conventions of instructors, conferences of superintendents and principals, and all meetings of the Department of Special Education for Defective Classes of the National Educational Association, making full and complete report in each instance to the Board of Directors. And, lastly, through the munificent assistance of its founder, Dr. Bell, the Association has recently been enabled to perpetuate the memory of his distinguished father, the late Dr. Alexander Melville Bell, the most original and profound investigator in the science of phonetics the world has ever known, and whose teachings constitute the basis of the best achievement in speech work for the deaf in this country, by establishing a complete normal department in Clarke School, Northampton, for the special training of teachers of speech and speech-reading, and in the art of teaching deaf children by oral methods. Of this step the REVIEW, in the April, 1906, number, well says:

"It is difficult, impossible indeed, to foresee the full effect of this action of the Association. That the effect will be profound and far-reaching will scarcely be doubted, for it is enlargement of work that possesses within itself the largest potentialities for good, and that, from its inception to the present time, has been far too restricted to meet the demands made upon it. During the past fourteen years Clarke School has, in response to a request to do so, made by the Association at its Second Summer Meeting, maintained a small Normal Class open to outside students. This class has been necessarily limited, containing usually four, rarely

five, members. It is now proposed to increase the class to eight or ten, this to be done at the opening of the coming term in September, with it in view, however, to still further increase the number to eighteen or twenty whenever the school may be able to make room for so many, which it is hoped may soon be possible."

I am permitted to add that necessary preparations have been made to open the department next month, and that a large number of applications for admission to the first class have already been received. It is most gratifying to be able to state at this time and in this presence that this splendid work, having for its immediate purpose the uplifting of a large and most deserving class of children, is about to be undertaken and will be continued, through income derived from funds donated by the founder of this Association, augmented by individual contributions of the students under training, and not through governmental assistance, whether state or national. The undertaking is in every way a most laudable one. I bespeak for it the sympathy and active and generous support of all people interested in humanitarian projects. It is also proper to state that as a part of this splendid donation of some $75,000, was presented a fine property, just opposite the Volta Bureau in Washington, D. C., in which, as soon as suitably fitted up, the main offices of the Association will be permanently established. This, it is hoped, will be accomplished early the coming month, when the office of the REVIEW, and of the General Secretary and Treasurer, will be transferred to its new quarters.

But I have not told you of all the benefactions of Dr. Bell to the Association during the past seven years. In addition to the endowment of $100,000 ($25,000 when the Association was founded and $75,000 last spring), he has annually paid into its treasury $1500 to enable it to carry forward its great work. These payments he will continue for three years longer, when, it is confidently believed, the income from its endowment funds, together with the membership dues and income derived from various publications and other sources, will be sufficient to enable it to carry forward its work without further assistance at his hands.

What a monument has this noble scientist and philanthropist thus reared to his memory! Greater than his fame as the inventor of that wonderful piece of mechanism that bears the human voice

through space with the speed of light, and more enduring than his renown as the founder of the Volta Bureau for the Increase and Diffusion of Knowledge Relating to the Deaf, his name will be revered and remembered for all time as the friend and benefactor who taught deaf children to speak.

It is thus seen that, although no summer meetings, no gatherings of this character have been held for several years past, the Association, through its Board of Directors, has not been idle or careless of its opportunities to prosecute its special work. On the contrary, stronger, better organized, and better equipped than at any time in its history, it has endeavored to fulfill its special mission, and, with your assistance and encouragement, today stands prepared to push forward the splendid work it has done so much to foster during the past fifteen years.

In 1886, just twenty years ago, at the justly celebrated Convention of American Instructors of the Deaf held at Berkeley, California, the following highly important resolution was adopted:

Resolved, That earnest and persistent endeavor should be made in every school for the deaf to teach every pupil to speak and read from the lips by Articulation teachers who are trained for the work, provided that pupils having sufficient hearing be taught aurally, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor.

And at the almost equally celebrated Conference of Superintendents and Principals held in 1892, fourteen years ago, in Colorado, the following resolution was adopted without a dissenting voice:

Resolved, That it is the sense of this Conference that in all schools for the deaf pupils who are able to articulate fluently and intelligibly should recite orally in their classes, and be encouraged to use their vocal organs on every possible occasion.

These two resolutions by their adoption committed all American Schools for the Deaf to the policy of teaching speech and lip-reading in an earnest and persistent manner to all pupils capable of being so instructed; they further committed them to the policy of providing aural instruction for pupils of sufficient hearing to enable them to profit thereby, and to the policy of providing oral recitations in oral classes for all pupils able to articulate fluently

and intelligibly, and of encouraging them to use their vocal organs on every possible occasion. These resolutions mean this, or they mean nothing. They mean that honest, earnest, just, and persistent effort shall be made to teach every deaf child to speak and to read the lips on all possible occasions, and that this effort shall only be abandoned when the measure of success attained does not justify its further continuance. This is a broad and liberal platform, one upon which all friends of speech and speech-reading may stand. And it is somewhat remarkable that the degree of persistence with which these resolutions are being enforced in our schools today indicates, with almost unfailing accuracy, the measure of success attending our efforts to teach deaf children to speak and to read the lips in our American schools. The records clearly show that in schools where these resolutions are earnestly and persistently, and I may add wisely, enforced, the most satisfactory results are attained, and on the other hand, that in schools where the effort to enforce them is unskillfully made, and feebly and faithlessly persisted in, dissatisfaction, discouragement, and failure are plainly evident as the result of the attempt. In the former, in addition to the speech and lip-reading acquired, we find the mental development, the moral and religious training, and higher education of pupils progressing along lines in every way encouraging and satisfactory; in the latter, we can but note the inevitable failure that invariably attends efforts unwisely, unskillfully, and unsympathetically directed.

As is well known, this Association was founded in 1890, in consonance with the spirit of the California Resolution, to the end that no deaf child in America might be suffered to grow up "deaf and dumb," or "mute," without earnest and persistent effort being made to teach him to speak and read the lips. That was the great central and dominant thought that led to its organization, and careful and persistent effort has ever been made to conform its work to that end. Whatever may have been the personal opinions and sympathies of its members, and undoubtedly they have been many and varied, as regards the best methods of securing mental development in deaf children, its great work has been the creating and upbuilding and upholding of public sympathy in favor of teaching speech and lip-reading, whenever possible, in all schools and institutions for the instruction of deaf children.

And in this, its chosen field of effort, it has been markedly successful. In 1892, two years after the organization of the Association, the percentage of pupils taught speech in all our schools was 49.4; in 1893 it was 54 per cent; in 1894, 54.4; in 1895, 54.9; in 1896, 54.9; in 1897, 56.4; in 1898, 57.4; in 1899, 61.4. In the year 1900, 64 per cent; in 1901, 64.7; in 1902, 64.7; in 1903, 67.2; 1904, 67.3; in 1905, 69.1; 1906, Mar. 31, 70 per cent. In 1892, the number of pupils taught speech was 3924, the number not taught speech was 4016; in 1906, the total number taught speech was 8145, the number not taught speech was 3667. Again in 1892, the number taught wholly by oral or speech methods was 1581; in 1906, the number had risen to 4274. This increase in the number of pupils taught speech and taught by speech is most gratifying, and indicates the marked attention the subject is receiving throughout the country wherever a school for deaf children is maintained. The increase in the number of speech teachers indicates perhaps better than anything else the marked strides that have been made. In 1890 the number was 213, or 33.2 per cent of the whole number. Five years later, 1895, the number was 397 or 47.5 per cent; five years later, 1900, the number was 588 or 58.2 per cent, while in 1905 the number had risen to 749 or 64.6 per cent, considerably more than half the total number employed, and an increase of more than two hundred per cent over the number employed in 1890. The most marked increase in speech work occurred in what are known as Combined System Schools, in which all methods are recognized and practiced, and in the large number of Day Schools that have been established chiefly in middle western states and in California. The increase in oral schools followed usual normal conditions of growth, and are not included. I mention a few of the more representative schools in which this change has taken place, comparing conditions of 1891 with those of the present year, as shown in the American Annals of the Deaf, January numbers, and giving the number of teachers employed and the number of pupils taught:

Name of School.	Number of Pupils Taught Articulation		Number of Articulation Teachers	
	1891	1906	1891	1906
Kendall School and Gallaudet College.	97	87	12	19
American Asylum	121	120	4	10
New York Institution	335	450	8	26
Pennsylvania Institution	130	478	14	56
Kentucky School	81	154	2	12
Ohio Institution	125	268	2	20
Virginia Institution	25	61	1	5
Indiana Institution	68	183	1	14
Alabama School	22	84	2	7
Tennessee School	110	51	1	4
North Carolina School	12	124	1	13
Illinois School	275	400	8	39
Arkansas Institute	34	77	1	7
Georgia School	No return.	97	1	5
South Carolina Institution	26	39	2	5
Missouri School	80	98	2	8
Louisiana Institute	29	84	1	4
Wisconsin School	45	120	3	13
Maryland School	54	65	2	5
Michigan School	65	184	2	22
Mississippi Institution	15	0	1	4
Iowa School	25	114	2	9
Texas Asylum	50	267	1	20
Kansas School	54	102	1	8
Minnesota School	100	90	2	9
Colorado School	50	82	1	9
Western Pennsylvania Institution	50	184	2	18
Western New York Institution	167	184	5	7
California Institution	68	112	2	2
Sundry Day Schools	285	948	33	114
Total	2598	5307	120	494

This list indicates, in a most graphic and surprising way, the great increase that has been made in speech teaching in the majority of these schools during the past fifteen years, for it is not to be supposed that these teachers have been appointed for any other cause than that of meeting the growing demand for speech instruction. The greatest proportionate increases have been made in Texas, 1 to 20; Indiana, 1 to 14; North Carolina, 1 to 13; Michigan, 1 to 11; Ohio, 1 to 10; Western Pennsylvania and Colorado, 1 to 9 each; Kansas, 1 to 8; and so on down the list, all showing gain excepting California, where the number of teachers of

speech in 1906 remains the same, *two,* as it was fifteen years ago, the only difference shown, being that in 1891, 68 pupils were taught speech, whereas in 1906, 112 pupils were taught speech.

With this exception, there has been a gratifying increase not only in the number of pupils taught, but in the number of teachers employed. All this means smaller classes, more work, and better work. Beginning with the American School at Hartford, we find that whereas 4 teachers sufficed to teach speech to 121 pupils in 1891, 10 are required to do the same work for about the same number in 1906; that in Texas, while one teacher taught speech to 50 pupils in 1891, twenty are deemed necessary to instruct 267 in 1906; that while one teacher attempted to teach speech to 68 pupils in Indiana in 1891, fourteen are employed to teach 183 in 1906; that in Michigan two were required to instruct 65 pupils in 1891, but twenty-two to teach 184 in 1906; and so on down the list. In 1891, there were, in round numbers, 2600 pupils in these schools taught speech by 120 teachers, an average of 21 pupils—a number absurdly high—to each teacher; in 1906 there were 5300 pupils taught by 494 teachers, an average of 10.7 to each. These figures are in no wise visionary or fanciful. They are drawn from the latest and most reliable sources—the American Annals of the Deaf and the ASSOCIATION REVIEW—and indicate more strongly than words can paint the tremendous changes that are gradually and surely taking place in the methods of teaching in our American schools. They mean, if they mean anything, that, in regard to speech teaching, better methods are being pursued in nearly all our schools and more work is being accomplished than was attempted or thought necessary fifteen years ago. This change tells its own story; it constitutes a most healthful and encouraging condition of growth.

But this is not all. Agreeably to the action taken at the Colorado Conference, in a great many of our schools, the most progressive ones, in addition to articulation teaching as commonly practiced, oral classes, and oral departments composed of orally taught pupils only, have been established in recent years. This I regard as a most important and significant step—a step which, if patiently and persistently persevered in, must lead to far-reaching results in the future of our schools. I am sure I speak quite within bounds when I say that combined system schools that now

maintain oral classes and oral departments, and have experienced the great benefits which have followed their introduction, could hardly be induced to return to the old style of articulation teaching as practiced twenty or twenty-five years ago.

Articulation teaching as a sort of ornamental branch, not highly ornamental at that, is a very different thing from teaching speech by and through speech and as a means of mental development and mental culture. The former is but the dim shadow of the end sought for, while in the latter is found the full fruition of the teacher's aims and efforts, the realization of the pupil's desires, the fulfillment of the parents' hopes and prayers.

The next step to be taken by Combined Schools should be in the direction of providing a separate department in a separate building for all orally taught pupils, thus giving them the great advantages of separate supervision, separate classification, separate instruction, and a real opportunity to acquire practical speech and lip-reading. The attempt to provide separate classification and instruction in the same building too often results in harassing antagonisms and accusing disappointments. Better give complete separation, even at the risk of slightly increased cost of maintenance, than attempt to maintain a house—a school family—divided against itself. There are but two methods of teaching the deaf, the oral, or speech method, and the manual, or sign method. All methods that are not oral in principle and in practice are manual. The attempt to combine these two methods in the instruction of the same pupil, under what is styled the Combined System, is, in my opinion, for the production of the best speech results, a demonstrated failure; they do not, will not, cannot combine. Unless debarred by physical or mental defect, every deaf child should be given full opportunity to profit by oral instruction from the beginning to the end of the course to the exclusion of any and all sign-teaching as such. Spasmodic attempts to develop speech and the speech habit by half or three-quarter hour vocal gymnastics must, with some rare exceptions, in the nature of things end in disastrous failure. If the speech habit would be established in a deaf child, speech communication must be insisted on at all times and in all places by officers, teachers, and pupils, and all sign communication discouraged and, as far as possible, prohibited. There should be no half way measures em-

ployed; no compromise on the specious plea of class happiness, or class intercourse, or class association, should be tolerated, if the deaf child is to become proficient in speech and lip-reading, making it a potential factor in after life in communicating his ideas with his hearing fellows. I have been a witness of almost every conceivable form of deaf-mute instruction and stand ready to give as my mature judgment, founded on almost forty years of experience, that if a deaf child is to acquire the habit of speech and speech-reading in such manner as to make speech communication with the hearing world fluent and exact, relying upon it at all times for the free and full expression of his own ideas and the comprehension of the ideas of those about him, there can be no half-way methods pursued in his instruction, no compromise of any sort as to the use of signs; in other words, his instruction must be by oral methods alone, and by no other. This practical suggestion of separate instruction I leave to the judgment and practical experience of heads of schools. Upon them must rest the responsibility of making the wisest and best provision for the advancement of their pupils, whatever method of instruction may be adopted and pursued. That the duty will be fully and conscientiously met is not to be doubted.

One of the most pressing needs of American Schools, whether deaf or hearing, of the present time, a need that is receiving careful consideration at the hands of our best educators, is a new classification of pupils for purposes of care and instruction. Up to this time, but one basis of classification, that of mental development, has been recognized. All classes of children are received into one and the same school, regardless of physical conditions or previous advantages. In our special schools, the totally deaf, the semi-deaf, the mute, the semi-mute, and, in too many instances, the feeble-minded, are admitted to the same school and maintained there regardless of consequences. It does not infrequently happen that children partially deaf or recently become deaf, with speech but slightly affected, are placed in schools where they are, perforce, suffered to mingle with children wholly unlike themselves. This is a great wrong, an unnecessary wrong, a wrong that some day must be righted. Our schools, of whatever character, should be so systematized that proper segregation and classification on a physical as well as mental basis may be easily

and readily carried into effect. The semi-deaf and the semi-mute should constitute one class, and be maintained and instructed according to mental advancement by themselves; the congenitally deaf should form another distinct class, to be classified and graded, and instructed by themselves; and the feeble-minded, and those of very low mentality, whether born deaf, or semi-mute, or semi-deaf, should constitute quite another class, and be maintained and instructed in schools quite apart from the others. This classification is observed with excellent results in some parts of Europe, and it is greatly to be hoped the day is not far distant when it will be introduced into the schools of this country.

But with the wisest and most complete classification of pupils and the most skillful adaptation of methods, to attain the highest success there remain two or three essential conditions to be considered. First: Well trained teachers. In a meeting of specialists such as this, this condition of complete success will hardly be questioned. But too often it has been a question if not ignored at least neglected. This, in part at least, has been owing to a feeling that almost any kind of teaching was good enough for deaf children, but more largely to the fact that it has not been possible to maintain schools in which the necessary training might be secured. True, there have been small attempts, in various parts of the country, of a somewhat private character, to provide needed instruction and training, but aside from the training class at Northampton, the normal class at Milwaukee, Wis., and the normal department at Gallaudet College in Washington, there has never been any permanent, systematic effort made in this direction until quite recently. Miss McCowen's normal department of the Chicago Day Schools has been in successful operation for a year or more, and the department at Northampton, begun in 1892, is to be enlarged this fall, under Miss Yale's direction, to accommodate ten students, the number to be increased to twenty as facilities permit. These two departments, and the department at Milwaukee, unlike that in Washington, will give training in speech and in speech methods only, the study of signs and manual methods of teaching not forming any part of their curricula.

With these four Normal Departments in successful operation, there will soon be a supply of highly educated and carefully trained teachers to draw upon in filling vacancies in our various

schools. Parents desirous of providing scientific instruction for the private training of their children will doubtless hasten to avail themselves of the advantages thus offered. All this must, in the near future, prove a decided uplift in the instruction of our deaf children by and through speech and speech methods.

But with highly trained teachers, there must also be scientific supervision. A trained teacher does not necessarily imply successful work. With the normally trained teacher, there must be experienced and highly trained supervision if we would seek to command the highest results in the class-room. To omit this supervision is simply to invite failure. The trained teacher is only a link in the long chain of successful class-work.

To these two conditions of trained teachers and experienced supervision, I would add a third of equal, in some respects of greater, importance: Active, sympathetic support on the part of official superiors. With all these conditions of thorough classification and grading, of well trained teachers, of expert supervision, and active, sympathetic support well supplied, the work of our schools will receive an impetus that will carry them far beyond anything hitherto dreamed of. For, however successful and gratifying results have been in the past, I believe the future will witness still greater. May we not regard the progress of the past as simply the forerunner of still greater achievement in the future?

Let me now briefly call your attention to some special present-day features of speech-teaching in this country. First: Private Teaching. There seems to be a very decided movement in favor of private teaching by speech methods in families able to meet the expense, and in a great many instances, probably the majority, with very favorable results. There have come to my knowledge a great many such cases during the past two or three years, and no doubt a great many more are known to you. The reasons assigned by parents for pursuing such a course are superior speech and lip-reading, better mental development along more natural lines, freedom from institutional life and all that it involves, and the cultivation of stronger home ties in consequence of uninterrupted family associations. In some of these assigned reasons there is food for reflection. No doubt a young deaf child, enjoying the constant association and instruction of a skillful teacher

and knowing no method of communication except by and through speech and lip-reading, becomes very expert in lip-reading and very fluent and self-reliant in the use of his vocal organs. No doubt, too, institutional life when it extends through several years, from ten to fifteen and even longer, does tend to weaken family ties and to form very strong attachments for school and class associations, sometimes to the extent of rendering after home life burdensome and unhappy. Nor is it to be denied, there are certain habits and tendencies, not altogether of a desirable or happy character, engendered by institutional life, which parents find it very difficult to eradicate upon the return of their children to the family circle. These disadvantages, to a certain extent, are inherent in any form of institutional or school life, and are therefore unavoidable under the most favorable conditions. But, on the other hand, large schools and institutions possess certain advantages which private instruction cannot provide. As a rule, they are better equipped, have larger apparatus, more efficient teachers, and being better regulated, without resorting to severity, enforce better discipline and more studious habits. To these certain advantages must be added the important elements, in the education of children, of emulation, of ambition, and the mental friction that is aroused by the association of children in the performance of school and class work. All these important elements of school and institutional life are largely wanting in private instruction, whatever other advantages, here freely admitted, it may possess.

Second: Aural Training. Dr. Bell, in his exhaustive tabulation of the Census of 1900 relating to the Blind and Deaf, states, that, of the total population of the country at that time, about 75,000,000, not including outlying possessions, 89,287 were returned as being deaf, and that of these 37,426 were returned as being totally deaf, and 51,861, over fifty-eight per cent, were returned as being partially deaf. The total population at this time is probably 90,000,000, of which, if the percentage of deafness remains the same as in 1900, there must be hard on to 100,000 deaf people in this country, of whom 42,000 are totally deaf and 58,000 partially deaf. Of this totally deaf population there are under instruction at the present time, in the various schools of the country, about 12,000 pupils, eight and one-third per cent of the whole number, a number far too small, and of these 12,000 there

must be at least from fifteen to eighteen hundred, fifteen per cent, possessing sufficient hearing to be of practical value in connection with their instruction in speech. Now just how far this hearing is utilized in our special schools is a question worthy of careful attenton, and I bring it before you at this time, inviting your best thought and consideration. There can be no doubt that the possession of any considerable powers of hearing is a matter of much importance to a deaf child in its acquisition of speech. If properly utilized, it gives quality and tone to speech otherwise impossible. All this is quite aside from any attempt to increase the power or ability to hear; it is more in the line of teaching the child to use the power it already possesses in the cultivation of its speech. And I think that perhaps too little attention is given in most of our schools to this subject. But how shall this hearing power be best utilized? What instruments are best adapted to the work, and what are the best practical lines of procedure by the trained teacher of speech? I am aware that great differences of opinion upon this point exist. Some favor the use of the unaided voice, leaving nature to do the rest. Some favor the use of powerful speaking tubes or trumpets, and some favor the use of instruments with electrical attachments, greatly increasing the tensity of sound vibrations as in the telephone, the aurophone, the acousticon, and other instruments of that character. I trust our Association may take up this subject and give it the consideration it deserves. The address we are to have on this subject during our meeting, by one of Pittsburgh's most gifted specialists, Dr. Chevalier Jackson, will, no doubt, prove very helpful in guiding us to safe conclusions.

Third: Age of School Admission. Another matter of present-day interest is the age at which speech-teaching and lip-reading, and the mental development that should accompany them, may most wisely and profitably be begun in a deaf child. There are some educators who feel that this work cannot be commenced too soon, that a deaf child should begin to acquire speech habits as soon as a hearing child, and to this end there have been established infant schools or homes for the instruction of young deaf children before they are of school age. The first of these was the McCowen Oral School, of Chicago, founded in 1883; the next was the Sarah Fuller Home, of Boston, founded in 1888; the third

was the Albany Home School, Albany, New York, founded in 1889, and the fourth, the Home School for Young Deaf Children at Bala, Philadelphia, founded in 1892. In these schools children are admitted at a very early age, some of them as young as two years, and their instruction is conducted along speech lines, quite to the exclusion of the language of signs. The age of admission in some of our larger and older schools has been greatly lowered in recent years, but none, so far as I am informed, have gone so far as to admit at so early an age as these Infant Schools. Among the advantages claimed for this early training are smoother and more intelligible speech, the formation of more permanent speech habits, and the acquisition of quicker, more exact, and more reliable powers of lip-reading. One goes so far as to claim that deaf children thus early taught acquire such natural speech and such readiness and exactness in lip-reading as to be able, after a suitable preparatory course of six years, to take their places in our regular public schools, and therein pursue with the highest success the usual course of study pursued by hearing pupils. I have no exact information to place before you of the results of the work of these schools at this time. Perhaps they have not been in operation sufficiently long to warrant safe conclusions, but if the claims advanced can be verified by expert examination, the method should be adopted by all our schools at as early a date as practicable, and deaf children placed under instruction at a much earlier age than is now the case. I would suggest that the question be taken up by a special committee of the Association, thoroughly investigated, and report made at our next regular meeting.

Fourth: The Day School Movement. The remarkable extension of the Day School system of instructing deaf children may also be regarded as one of the present-day features of Speech Teaching. Whatever the advantages of this system may be when compared with those of boarding schools, it is not to be denied they are gaining in strength and popularity at a very rapid rate in many parts of the country, especially in Wisconsin, Michigan, Illinois, California, and some other states. According to our latest information upon the subject, there are now no less than 950 pupils, with 115 teachers, attending these schools, with every prospect of a large increase in the near future. The rapid growth of this movement is undoubtedly owing to the following, among other reasons:

1. They are Speech Schools. This popularizes them at once with parents and the general public, and secures for them a standing and a permanency that they might not otherwise enjoy. They also form part of the public school system, which emphasizes their work and disassociates them in the public mind from all special or institutional or charitable instruction.

2. They are Home Schools. Children attending them remain at their homes, going back and forth to the daily sessions as do hearing children attending hearing schools. This is likewise a great source of strength to the system. Parents, quite naturally, prefer keeping their children at home during the earlier years of their school life, particularly so since they have every opportunity for speech communication at home and at school, and are quite free from the objections so frequently urged against boarding schools of whatever character.

3. The system carries the school to the children instead of taking the children away from their homes to the school. This undoubtedly has the effect of increasing school attendance and of reaching a large number of children who would otherwise never be placed under instruction of any kind. Indeed, statistics upon the subject tend to prove that in states where Day Schools are numerous, school attendance is much larger in proportion to the whole population than in states where the system has not yet been introduced.

4. They are economical. Day Schools are less expensive to maintain than boarding schools. This, of course, commends them to parents and to state authorities.

These and other reasons that might be given commend this method of educating deaf children to the general public in a growing degree. The discipline maintained, the intellectual work accomplished, the speech and lip-reading acquired by children attending them are said, in most instances, to be of a high order.

My personal experience in connection with this system as affecting educational results has not been favorable, but their general permanency, their stated efficiency, and their constantly growing popularity require that just mention be made at this time of their work as an active, efficient agency in the promotion of Speech-Teaching in various parts of the country.

I have endeavored during the course of this, I fear somewhat desultory, address to place before you the work the Association

has accomplished during its short life, especially the last seven years; to point out the remarkable growth of speech teaching in this country during that time, and the part the Association has taken in promoting it, and to call your attention to some special features of speech teaching now taking root in various sections. The record is complete. Speech teaching, and teaching by speech, is become an assured fact in the great majority of American schools. The work has been accomplished within the memory of many present. That forty years should have sufficed to effect the great changes wrought is as remarkable as it is gratifying. In this great achievement there is much reason for gratitude and rejoicing. We all share it. But to her who forty years ago, in a small village in Massachusetts, began this great movement under conditions as humble as unpromising, must this occasion appeal most profoundly. Her kindly presence here today comes as a benison to every member. As she looks back over intervening years, recalling the early struggles of the movement, its trials with unbelieving friends and outspoken foes, its struggles in legislative halls, its victories in the class-room, and its present triumphs as seen and felt and appreciated in thousands of homes, her womanly heart swells with gratitude and praise. Honored and beloved throughout this broad land, this great educator, this apostle of speech teaching, will ever live in all our hearts, and the tongues of numberless deaf shall speak her praise.

The past is secure, the future full of hope. When we reflect that this movement began but two score years ago with few to lend it a helping hand; that year by year it has grown in popular favor, commanding success by the spirit of its advocates and the genius of its methods; that today fully seventy per cent. of the pupils under instruction in our American Schools are enjoying its benefits, and more than one-half of the teachers employed are teachers of, or teach by, speech; that on every hand efforts are making to perfect, unify, and increase its benefits, may we not feel justified in looking forward to more brilliant results in the future, to the hastening of that day when every deaf child, not incapacitated by physical or mental defect, shall no longer be classed as "deaf and dumb," or "mute," but shall be taught to speak and to read the lips? May this Association, founded to promote this beneficent work, ever be found earnestly and persistently laboring to advance so just and so humane a cause.

THE AMERICAN INSTITUTIONS FOR THE EDUCATION OF THE DEAF.[1]

G. FERRERI, ROME, ITALY.

CHAPTER X.

THE CAUSE OF THE DEAF AND THE MEANS OF DIFFUSION OF KNOWLEDGE RELATIVE TO THE DEAF IN AMERICA.

When we consider the great progress made in the cause of the Deaf in the United States in a relatively short period in comparison with European nations, the mind of the observer sets to work to discover the cause. But in this research a doubt soon arises. One cannot decide whether the progress has been on account of the means used for the diffusion of knowledge, or whether it is owing in great part to the spirit of the laws, which laws, in matter of instruction and education, do not establish those odious statistics which in European countries have distinguished and do still distinguish the charitable work of educational institutions, and this, I believe, is a fundamental reason. In Europe instruction, or at least the laws in regard to it, arose much later than the charitable institutions for maintenance and protection. In the United States, with few exceptions, the impulse to instruction arose first, and only later arose by private enterprise those institutions of help and protection which are intended to complete and extend the educational work of those children who, from their abnormal condition, need special training.

The fact remains, however, that the school legislation which gives to all the inhabitants of the United States the right to an elementary education, was from the first in conformity with penal law, which, in theory at least, is equal for all, because it does not admit of any distinctions. And, in fact, while in the Latin nations they provide first for the university instruction, and much

[1] Translated from the Italian for THE ASSOCIATION REVIEW by the author. Begun in the June, 1904, number.

later for the elementary primary instruction, the democratic Government of the United States, from its very first constitution, provided for the education of the majority, leaving the colleges to private enterprise. The result has been that while the higher studies are with us democratic from tradition, elementary instruction was for a long time an aristocratic privilege. In the United States exactly the opposite has occurred.

If, therefore, the education of abnormal children (blind, deaf and dumb, defective) began also somewhat later in America, this was not owing to any defect in legislation, but to the need of special schools. It is unnecessary to say that the feeling of this need was subordinated to the recognition of the susceptibility of abnormal children to instruction. This observation, which seems to me indisputable, as it is so rational and evident, justifies the idea of some remarks upon the means used in the propagandism of the cause of the American Deaf. These means were and are principally two: the *press* and the *meetings* of educational specialists. I will devote a brief paragraph to each of these two.

1. *The special, occasional, and periodical Press upon the Education of the Deaf.*

"The history of the education of the Deaf in America has not yet been written," said to me one evening Dr. A. G. Bell, who, during my sojourn in Washington, not only opened to me the *Volta Bureau* and his own drawing-room, where his friends met together every week, but even his private study. Here he has collected and is collecting, among a mass of a thousand objects, instruments, and documents for his special studies in mathematics and mechanics, valuable material for the history of the development of the art of instructing the Deaf in the United States. Hence, in reply to the statement which Dr. Bell made to me and which I have referred to above, I can say, without the slightest trace of flattery, that he is preparing the basis of that history, indicating, also, its origin and method, with his *Historical Notes*, already begun and published in the well-known periodical "*The Association Review.*"

As our special literature in America consists principally in the annual and biennial reports published by the different Institutes from their first establishment, the future historian of the

education of the Deaf in America must, therefore, have recourse first of all to the valuable collection of such documents which Dr. Bell and his assistants have collected in the *Volta Bureau* of Washington. In fact, it was there that Dr. Fay was able to put together for the World's Fair at Chicago (1893) the historical account of all the schools for the Deaf in the United States; and it was there also that the same Dr. Fay was able to collect the materials for his valuable study on *Marriages of the Deaf*. The importance of the institution merits a brief historical sketch here.

The *Volta Bureau* has for its object to collect and to diffuse all knowledge relative to the Deaf and to their education. The idea of it and its practical realization we owe to Dr. Bell, of whom it is unnecessary, because it is too well known, to mention his activity in developing the educational work for the Deaf. It is sufficient to note the fact that when he received from the French Government the *Volta prize* for his telephone inventions, Dr. Bell gave 50,000 francs to found an Agency which, without regard to nationality or method or persons, would collect every item of knowledge relative to the Deaf, and at the same time would be a center for the growth and the diffusion of the same knowledge. He gave to this Office the name of the *Volta Bureau,* and established it in Washington, for material and moral reasons which are self-evident.

On the first of May, 1894, the *Volta Bureau* was established in an elegant edifice on the corner of 35th Street and Volta Place (Georgetown). For the foundation and maintenance of the new office, Dr. Bell had a generous partner in his own father, Prof. A. Melville Bell, then living, and whom I had the pleasure of knowing personally and of visiting in his own home situated near by the *Volta Bureau.*

At the head of the Institution was placed Mr. John Hitz, to whom is due the international development of the *Volta Bureau.* From its first organization Mr. Hitz placed himself in correspondence with the Principals of the principal Institutes and with the editors of magazines upon the education of the Deaf. In this way they were placed in a condition to be able to compile and to diffuse international statistical information, distributing gratuitously, or by simple exchange, the *Volta Bureau's* own publications, and constituting at the same time a nucleus for the recip-

rocal relations between the various Institutes of America, Europe, and other parts of the world. The library of the *Volta Bureau* originated with the deposit made by Dr. Bell of special publications in regard to the Deaf, and it is constantly increasing with the acquisition of new works and second-hand books which Mr. Hitz has secured from every part of Europe and America.

By means of suitable circulars of information, Mr. Hitz has received notice of the state and progress of the educational work for the Deaf in the whole civilized world. Two of these circulars (1895 and 1901) are real models of international statistics, and comprehend all the data relating to: 1, the number of schools, of pupils, and of teachers; 2, the various times of the foundation; 3, private and public enterprise; 4, contributions of the various administrations; 5, the methods of instruction and the branches of intellectual and professional instruction.

But it may be observed, and with reason, the *Volta Bureau* is of recent date, and to explain the progress of the cause of the Deaf in America, one must seek other means of propagandism. This is quite true, and is recognized also by the founders of this institution themselves.

I have mentioned it in the first place so as to call to mind the fact that the principal incentive to the educational work for the Deaf we owe to the periodical and occasional press. As, however, certain publications, such as for example complete collections of the reports of particular Institutes, are today only possible to be found in the library of the *Volta Bureau*, therefore it is there that one must first go to make the necessary comparisons and to discover the mutual relations between certain enterprises which show the origin and cause of the diffusion and growth of the education of the Deaf.

Certainly the most efficacious means of propagandism and emulation between the various States of North America is found in the press.

Towards the close of the 19th century there were about 60 periodical publications in America upon the education of the Deaf, the greater part of them having the character of special organs of the Institutes where they were published. But for that very reason they reflect the didactical and pedagogical work of particular Institutes, and serve to represent the opinions held in the

various states on the most vital pedagogical questions; just as they make known the experiences and results of the didactic means used in the various schools.

In regard to the press devoted to the study and research of methods of instruction, one must remember that there has existed in America until now, and has had a flourishing and profitable life, the oldest among the many publications on the same subject, not only in America but also in Europe—I mean the *"American Annals"*—which my colleague and friend Dr. Fay has edited for many years with indisputable care and competence.

As, however, that periodical, even admitting its criticism and research of all the systems proposed until now for the instruction of the Deaf, remains and is an eclectic organ of the Combined system, there has lately been felt the need of giving the American schools a special organ for the diffusion and propagandism of the Oral method. Therefore, in 1899, was founded the periodical of Philadelphia,[1] already referred to, which is, in reality, a Bulletin of that Association which arose with the object of promoting the teaching of speech to the Deaf.

I have thus indicated the two principal magazines of the United States, and I may be excused from speaking of their efficiency, because that is a fact implied in the well-known influence of the press in North America in every kind of enterprise, whether intellectual or industrial. One can only note the circumstance that these two magazines are published bi-monthly, and their publication is alternated in such a manner that they have one or the other magazine every month of the scholastic year.

In order that the reader may have an idea of the present state, and also of the first development, of the education of the Deaf in America, I will reproduce here two tables of most recent statistics (Tables I and II):

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[1] Latterly of Washington.

TABLE I.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

Year	Total Schools	Total Pupils	Number of Pupils Taught Speech			Percentage of Pupils Taught Speech		
			A	B	C	A	B	C
1893.....	79	8304	4485	2056	80	54.0%	24.7%	0.96%
1894.....	82	8825	4802	2260	109	54.4%	25.6%	1.24%
1895.....	89	9252	5084	2570	149	54.9%	27.7%	1.61%
1896.....	89	9554	5243	2752	166	54.9%	28.8%	1.74%
1897.....	95	9749	5498	3466	162	56.4%	35.6%	1.66%
1898.....	101	10139	5817	3672	116	57.4%	36.2%	1.14%
1899.....	112	10087	6237	4089	128	61.8%	40.5%	1.27%
1900.....	115	10608	6687	4538	108	63.0%	42.8%	1.02%
1901.....	118	11028	6988	5147	73	63.4%	46.7%	0.66%
1902.....	123	10952	7017	4888	63	64.1%	44.6%	0.58%

A, taught speech; B, taught wholly or chiefly by the Oral Method; C taught wholly or chiefly by the Auricular Method.

TABLE II.—TEACHERS OF THE DEAF IN THE UNITED STATES.

Year	Not including Industrial Teachers			Including Industrial Teachers		
	Total Teachers	Articulation Teachers		Total Teachers	Articulation Teachers	
		Number	Percentage		Number	Percentage
1893.....	765	331	43.3%	....	...	.....
1894.....	784	372	47.4%	....	...	.....
1895.....	835	397	47.5%	....	...	.....
1896.....	879	427	48.6%	....	...	.....
1897.....	928	487	52.5%	1188	487	41.0%
1898.....	949	530	55.8%	1253	530	42.3%
1899.....	986	561	56.9%	1309	561	42.9%
1900.....	1010	588	58.2%	1353	588	43.5%
1901.....	1027	641	62.4%	1385	641	46.3%
1902.....	1039	664	63.9%	1388	664	47.8%

The following table (III) I compiled myself in order to demonstrate clearly the nature of the schools existing now in the United States and the epoch of their foundation:

TABLE III.—TIME OF THE FOUNDATION OF THE VARIOUS SCHOOLS OPENED IN THE UNITED STATES FOR THE DEAF BY DECADES.

Time of Foundation	Boarding Schools	Day Schools	Private Schools	Total
2nd 10 years of the 19th century.....	3	—	—	3
3rd " " "	2	—	—	2
4th " " "	1	—	—	1
5th " " "	6	—	—	6
6th " " "	10	—	—	10
7th " " "	12	1	—	13
8th " " "	9	4	3	16
9th " " "	10	3	6	19
10th " " "	4	29	5	38
At the beginning of the 20th century...	—	13	2	15

Table IV is taken from the work of my colleague of Breslau, Johannes Karth, who placed it at the end of his study on the development of the Pedagogy of the Deaf in the 19th century in the principal countries of Europe:

TABLE IV.—NUMBERED LIST OF THE INSTITUTIONS FOR THE EDUCATION OF THE DEAF IN EUROPE, FOUNDED DURING THE COURSE OF THE 19TH CENTURY.

Countries	Number of Institutions for the Deaf in the Year 1800	At the End of the 19th Century (1900)	
		Institutes	Pupils
Germany.....	3	91	6458
Belgium.....	—	12	926
Denmark	1	3	400
Finland.....	—	8	473
France.....	2	63	3834
Great Britain.....	1	65	3073
Holland	1	4	504
Italy.....	2	47	2,295
Croatia	—	1	46
Norway.....	—	5	369
Austria.....	2	25	1782
E. Russian Provinces.....	—	6	269
Russia.....	—	20	895
Sweden.....	—	12	803
Switzerland.....	—	16	732
Spain.....	—	11	475
Hungary.....	—	8	492
Totals.....	12	397	23772

In glancing at this last table one can easily see what and how great the progress and development has been of this kind of institution. There is no other nation that can, in the slightest degree, equal the United States in this respect. (Compare Tables III and IV.)

The first circumstance to be noticed is, that while in Europe several institutes existed at the end of the 18th century, in America the first Institute (that of Hartford) only came into existence in the first twenty years of the 19th century.

But, nevertheless, for the reasons indicated, the United States, though beginning this work much later than we, has made wonderful progress in it. It was the consideration of this fact and the ascertainment of the interest taken in the cause of the Deaf by private persons and by public authority in harmony with each other, which suggested to me the few words I spoke at the Congress of Minneapolis entitled, "*Victorious America,*" and which seemed to some mistakenly an expression of American patriotism.

One should notice, in the second place, that until 1870 the schools established in the United States for the instruction of the Deaf had almost entirely the form of boarding-schools, because even when they had begun as simple day-schools, they would be transformed later into boarding-schools. It was only after the seventies that the idea of day-schools came again into vigor, and we see that the majority of day-schools were opened during the last ten years of the 19th century. So also one does not meet with private and denominational schools before 1870. Their foundation is due to two very different kinds of enterprise. The first, in majority Catholic, reflects the growing tendency in the United States to withdraw the children of Catholic parents from the Protestant schools, even though they are in general non-sectarian. The other, denominational schools, are due to an enterprise of a didactic nature. The progress of the Auricular system of the Oral method, even if its results are, as yet, very limited, has placed still more in evidence the great misfortune of the Deaf who are called semi-deaf, in whom the power of hearing and of speech is not entirely extinct, when they were obliged to learn the mimic and to become deaf in the full sense of the word. The denominational schools and kindergartens have given and do give,

as a result, the most favorable and consoling opportunity for the progress of the Oral method. And although sometimes, as I have elsewhere observed, one sees the ideal which inspires these enterprises placed too high or too far from the reality, yet the fact remains that the children confided to their care do not remain mute. The same good effect must also be attributed to the more recent day-schools, as their ideal also is nothing else than the rendering the Deaf able to speak without removing them from family and social influences.

And now let us pass on to another most efficient agent in propagandism.

2. Meetings and Congresses.

In considering the great variety of enterprise and the liberty given in teaching different systems in the American schools, one has been led to believe that these conditions must cause a marked retard in the progress of our didactics. In fact, however, it is not so. There is in the American schools a continuous exchange of opinions and of ways of teaching among the respective educators, exchanges which they effectuate in different ways. I have already spoken of the reports and publications of the various schools and of their reciprocal circulation, by means of which they discuss the various systems and the new and old didactic expedients, which are practiced here and there with varying success.

But that which, in my opinion, influences most effectively the reciprocal interest and the consequent emulation, are the meetings and congresses which are frequent. These are of various kinds.

The oldest institution of this kind is the "Convention of American Instructors of the Deaf," which met for the first time at New York, in August, 1850, and the sixteenth time at Buffalo, in 1901.

There is also the already mentioned Association to Promote the Teaching of Speech to the Deaf; the Meeting of Principals; and the Department of Special Education of the great National Association of American teachers.

Recently, after the Congress of Minneapolis, it was proposed to have a meeting of the educators of the Deaf at the same time and place as that of the educators of the public schools.

If I may express my opinion here—as I had the honor of

doing by word of mouth in a reunion preparatory to the Congress which is to meet this year (1903) in Boston—I cannot conceal the fact that I consider this proposal inopportune. In fact, a congress of the educators of the Deaf must have for its chief object the discussion of particular cases of pedagogy and special didactics. By this they become isolated from their colleagues of the public schools, and this would be contrary to the aim of the Department of Special Education, created in the midst of the general Association of elementary teachers.

I do not know what success the proposal just referred to may have, as the American press has not, as yet, taken it into consideration excepting to refer to it as a simple proposal. Nevertheless, I believe that to accept this proposal would be a mistake on the part of the colleagues of the United States.

Returning now to the general subject of the efficiency of reunions of the educators of the Deaf, I must say something about the conditions which permit, without serious inconvenience to those taking part, the frequent meetings made.

These conditions are, first of all, to be found in the desire of our colleagues to learn more and profit by every opportunity to travel in the various States in order to observe and study, at the same time that they rest themselves in the summer vacation period from the fatigues of school.

There is also the relative economic prosperity, both of the individual and of the country.

To the prosperity of the country must be added the facilities accorded by the Government and Societies, almost in rivalry with each other, to whoever wishes to take part in the Congress of education or culture.

From the financial report made at the Congress already referred to, it appeared that the patrimonial funds of the National Association of Teachers reached 99,000 dollars. Keeping account of the expenses of the Association every year and of the proportional number of members of every special section, one may see that this capital is not small. All the special associations are also found in good economic condition which are connected with it, because they have an educational or scientific or literary object.

The highest annual dues paid by the members does not exceed generally two or three dollars. And this in America would be called a most modest contribution.

On occasions of congresses and meetings, the railways grant, for every and whatever distance, a reduction of 50 per cent. on express trains to any one who wishes to attend them, even to associate members.

In particular cases, then, of reunions of the educators of the Deaf, the directing local committee is always able to offer to those who come the greatest facilities for lodging and board. To give an example: At the last Congress at Buffalo, the Institute *Le Couteulx* furnished a large number of the members with board and lodging at the small sum of one dollar a day, while those who only took their meals paid about 25 cents a meal. It caused, therefore, great amusement when the President, in reminding the members to pay their contributions to the Administration (as no bills were made out, the payment being left to their sense of duty), said that any one who was not satisfied with the price was at liberty to pay more.

It will not cause surprise that I should speak at length of these particulars, if one reflects that the first, if not the only, cause of the failure of our own reunions lies in just these financial conditions. However, we will not enter into considerations which will make us too melancholy.

I am glad to be able to tell the colleagues of Italy that experience and observation have only confirmed my previous opinions that our hopes for the future rest principally on these two efficient and real means of propagandism: the press and the organization of teachers.

The press must furnish the scientific basis for the school work, which must be perfected with the least possible expenditure of time and physical energy on the part of teachers and pupils, accepting in all its extension the theory of abbreviated work.

In regard, then, to the congresses, or rather to the friendly meetings of teachers, they should awaken in our souls that impulse to study and of emulation which, united with faith in the best, and with intelligent, conscientious activity, must one day perfect our work. It is true that one and the other material means are necessary, and these we lack. But harmony of minds and a common understanding can, in part at least, make up for this lack, if it is true, as has been so often written, even in respect to the Deaf, that *omnia vincit amor.*

(*To be continued.*)

THE REAL ROMANCE OF THE TELEPHONE, OR WHY DEAF CHILDREN IN AMERICA NEED NO LONGER BE DUMB.[1]

By Fred De Land.

CHAPTER XIII.

Gracefully Swinging into Line.

During the decade following the establishment of Clarke School, Mr. Hubbard, Miss Rogers and their efficient co-laborers probably often recalled that lost beatitude: "Blessed be the knocker; the hammer maketh for intelligence." Many of the blessings deaf children now enjoy might not have been won, had the hammer not been sturdily wielded by those who were so constituted that they would not understand Mr. Hubbard's motives and purpose; and, in turn, wielded by Mr. Hubbard in exposing the fallacies of the sign-schools.

Truly, it was far better that the oral method should be reviled in its inception, rather than ignored, more especially as "those of us who opposed articulation did not know anything about it," and, on account of "our preconceived ideas" concerning the true and "the only way." For had its heretical advocates not been publicly branded as "visionary," "cruel," "criminal," and as "charlatans," the public might never have known that here was an opportunity to line up on one side or the other, and thus the oral movement of 1864-1867 might have perished of inanition, instead of proving its worth by revolutionizing existing educational methods.

Both Mr. Hubbard and Miss Rogers were just as artistic knockers as all great revolutionists have ever been. But never before did two co-laborers use the hammer so differently. Miss Rogers studiously refrained from participating in any discussion concerning the merits of either system. Her time was devoted

[1]Commenced in the October, 1905, number.

to the development of her pupils, and the results were the trenchant blows that she gave her opponents. Mr. Hubbard, on the contrary, lost no opportunity to publicly proclaim the value of the oral method, and, in using the public press for this purpose, he was ably seconded by Mr. Sanborn who fought shoulder to shoulder with Mr. Hubbard.

After the Clarke School was well under way, not many months passed before the opponents of the oral method began gracefully to swing the hammer for—rather than against—the oral method. So great a public interest in the education of deaf children had been aroused by the publicity given the many hearings before the legislative committee in 1867, that, even before that committee submitted its report to the Senate, the most eminent representative of the sign-schools, Dr. E. M. Gallaudet, president of the National Deaf-Mute College at Washington, started for Europe to learn through personal observation just what progress oral teaching was actually making in the Continental schools, so often referred to during the hearings. He spent six months abroad, visited more than forty institutions and schools, returned to Washington, and on October 23, 1867, recommended that "instruction in artificial speech and lip-reading" be entered upon in his own college "at as early a day as possible."

Dr. Gallaudet's recommendation carried with it a peculiar significance, in that his college is under the direct supervision of the United States authorities, and though a progressive institution in many ways, and the first Deaf-Mute College established in the world, yet little had been done towards teaching speech to deaf-mutes, or even to semi-mutes, until Gardiner Greene Hubbard forced the issue in Massachusetts.

So strange a condition of affairs as our Government maintaining an educational institution in which speech was not taught, is explained in Dr. Gallaudet's very frank statement, made many years after he had recommended that speech be taught in the institutions under his charge. He said: "During the first years of my work as an educator of deaf-mutes I believed, in common with the teachers of all the American schools for the deaf then existing, that the teaching of speech was of little value to the deaf as a class, and that its general introduction into our schools was undesirable."

Furthermore, Dr. Gallaudet was on record in New England as follows: "To the mass of the deaf and dumb articulation is unattainable, save in degrees that render it comparable to those sculptures and paintings that never find a purchaser; to books and poems that are never read; to music that is never sung. Involving much patient labor on the part of teacher and pupil, it exhibits only that limited degree of success which honest criticism is compelled to stamp as no better than failure. And yet, when the congenital mute *can master* oral language, the triumph of teacher and pupil is as deserving of praise as the achievement of true art, music, poetry or oration."

Dr. Gallaudet had also held that "the discussion or even the suggestion of an idea so impracticable" as "that this class of persons may with little difficulty, be educated wholly or in large part, in schools for hearing and speaking children,.... seems the height of absurdity."

Following his strong recommendation that articulation be taught in his own college, Dr. Gallaudet called a conference of the principals of American institutions for the deaf and dumb, "with a view of securing, if possible, a general adoption throughout the country of measures to give instruction in articulation to all deaf-mutes found capable of acquiring speech." In response to this invitation the principals of fifteen institutions met in Washington, in May, 1868, when Dr. Gallaudet addressed the members, in part, as follows: "The opinion exists in many localities that our system is susceptible of improvement; many persons of intelligence have an impression even that it is quite behind the age.... Our institutions may point with just pride to the record they have made of a half-century of effective useful labor in behalf of the class for whose benefit they exist. Their prestige is, however, today in peril. Institutions founded on opposing principles have sprung into life and are even now boldly claiming before the world that they are more worthy of public patronage than ours; that they will do more for the deaf and dumb than we are doing; that they have a better system than we; and not a few are willing to accede to their claims." Thus he urged the members not "to rest on the laurels of the past, and to cry innovation, charlatanism, quackery, humbug," but to "address ourselves seriously to the task of ascertaining wherein improve-

ments in our work are possible, and then use all means in our power to realize these improvements."

After exhaustive discussion the conference compromised on the following resolutions, the second and fourth of which were offered by Dr. Gallaudet and the first and third by Rev. Colfins Stone, as recorded by Dr. Gordon, who stated that two members voted against the first resolution, and that the remaining resolutions were adopted unanimously:

"*Resolved*, That the American system of deaf-mute education, as practiced and developed in the institutions of this country for the last fifty years, commends itself by the best of all tests, that of prolonged, careful, and successful experiment, as in a pre-eminent degree adapted to relieve the peculiar misfortune of deaf-mutes *as a class*, and restore them to the blessings of society.

"*Resolved*, That in the opinion of this Conference, it is the duty of all institutions for the education of the deaf and dumb to provide adequate means for imparting instruction in articulation and in lip-reading to such of their pupils as may be able to engage with profit in exercises of this nature.

"*Resolved*, That while in our judgment it is desirable to give semi-mutes and semi-deaf children every facility for retaining and improving any power of articulate speech which they may possess, it is not profitable, except in very rare cases, to attempt to teach congenital mutes articulation.

"*Resolved*, That to attain success in this department of instruction an added force of instructors will be necessary and this Conference hereby recommends to boards of directors of institutions for the deaf and dumb that speedy measures be taken to provide the funds needed for the prosecution of the work."

Referring to these Resolutions in 1892, Dr. Gallaudet, in addressing the members of the American Association, said: "There are those here who understand what my position is in regard to the oral teaching of the deaf in this country, but I should be glad to have it known and remembered by all who are interested in this special work that I stand in the very forefront of those who have promoted this cause in America. I certainly was one of the first—I think I was *the* first—among the heads of the older institutions in this country to advocate the general adoption of speech-teaching, which I did in a report published

twenty-five years ago, when I recommended 'that an opportunity of learning to speak and read from the lips should be afforded every deaf child.'"

But it was in 1870, at the seventh convention of American Instructors of the Deaf and Dumb, held in Indianapolis, Indiana, August 24-26, that Dr. E. M. Gallaudet took the firm stand "that the sign-language, in a school for the deaf and dumb, is a dangerous thing." He felt that the great question of that convention was: "Why the deaf and dumb do not master the English language?" And discussing that subject, he said: "I have listened to the paper which has been read this afternoon; as I listened to the paper read this morning, with a very great interest. I have followed the discussion as closely as I might, with no less interest; and I see, running through it all, the fact, which I am very glad to have acknowledged here so plainly in this convention, and which we have all to look in the face, that the deaf and dumb, as a class, do not master the English language. I take it, that is the confession of the discussion and of the article—that the deaf and dumb in our institutions, as a class do not master the English language....

"Now, what is the object of the instruction of the deaf and dumb? What is the principal object? I will leave out of view that great end of all education, which is to fit man for the companionship of his Maker, which looks to the world to come, and far beyond that which now is—for that is, or ought to be the grand, great aim of all right teaching—and I will take it, that the end of deaf-mute instruction, considered from an educational point of view, is to prepare the deaf-mute to live in a world of hearing and speaking people, and sustain himself. He is to be fitted to live in such a community; he is to be trained, while in school, so that he may be fitted to go out among hearing and speaking people, and maintain himself in all the relations of life. It is to work out the grand problem of a human life. What does he want first? What is the most important thing—the thing we use day by day in pressing our interests in the face of our fellowmen? What could we do without a more or less perfect mastery of the language of communication with them? The answer is patent. So the deaf-mute, when sent out to solve the problem of his human life, is to be furnished with those means that will

enable him best to sustain himself and his own interests. In educating him we are giving him, as far as we may, certain things to enable him to make his way in the world. I do not defer to any one in my admiration of the sign-language. It is known to most of you that it is the language of my mother—I may say it is my mother-tongue. It is a beautiful language; I admire it. I admire the grace of it, the force of it, the rhetoric of it. I admire many things about it, and regard it as a beautiful language; but I must say that, for deaf and dumb children in school striving to master the English language, it is a very dangerous thing. That may be regarded as a strange utterance for me to make, but I make it advisedly. And why do I make it? Because the main object to be attained by the school-training of a deaf-mute child is to enable him, as far as you may, to master the English language. That done, other things follow, as a matter of course.

"Now, if one of you has a child whom you are anxious to have learn the French language, you know that the best means of giving it to him would be to place him or her in a family or in a school where French was commonly spoken. We know that if that child was placed in a school or in a family where nothing else was spoken, it would be but a very short time until it would learn to speak French, and that it would finally master the French language. Then, if we want the children in our institutions for the deaf and dumb *to master the English language, what have we to do with the sign-language?* I answer, *as little as possible.* I would not be misunderstood;—there are uses to which the sign-language is put that are invaluable; and, while I say that the education of the deaf and dumb child *may* be conducted without the sign-language, I do not say that I think it can be *best* done without the aid of the sign-language. But I would bear in mind every hour of the day and every moment in the hour, that the sign-language, in a school for the deaf and dumb, *is a dangerous thing.*"

The expression of these views met with strong disapproval and satirical comment, one eminent delegate saying: "I certainly desire as great an improvement in the method of teaching the deaf and dumb as any member of this convention, but I certainly do not wish to hear the instrument, that we have employed hitherto in accomplishing what has been done, called a 'pernicious' thing.

There is no doubt that signs, after verbal language has once been acquired, may be used too much; the manual alphabet, writing, or, if you please, vocal speech should be employed, but, to say that signs are a nuisance, seems to me to be carrying the thing entirely too far."

Another delegate asked "if Dr. Gallaudet entertained these views nine years ago." Dr. Gallaudet replied: "I expressed these views before I left the Hartford Institution in 1856. I have expressed them repeatedly to individuals, but have not felt called upon to express them before in this public manner."

At this same convention, 1870, a representative from Wisconsin, felt moved by the spirit to read a paper on "Articulation as a means of Instruction," in which he clearly showed how slight a grasp sign-teachers had of the oral method. He said: ".... The experiment of teaching by articulation, which is now being tested so thoroughly, and has been for years in the different schools of the United States (sic), has not established the fact that articulation can be of any benefit to the deaf-mutes, excepting to a small number. Indeed, the belief that not more than one in eight or ten is able to be benefitted is as strong today in the minds of the educators of the deaf and dumb as at any former period. And hence, to exclude all other systems of instruction and employ one that can reach only so small a number would be anything but wise. While one pupil would receive an education, nine would grow up uneducated; while one would receive light, nine would continue in the dark. And again, it must be remembered that articulation, as a simple system of itself, would utterly fail in educating the deaf and dumb. It can not bring to the mind of the deaf-mute one intelligent idea; it can not add one iota to his knowledge or information; it can not bring the faintest glimmer of light to his darkened mind...."

At the same convention, a representative from Michigan held that "(1) After two years' experiment, we are confirmed in the belief that *it is* worth while to teach articulation to the *semi-mutes* and *semi-deaf* persons. (2) That it is *not* worth while to rely upon articulation as a means of imparting instruction. (3) That it is little better than a waste of time and money to teach articulation to congenital deaf-mutes. (4) That the language of signs is now and is likely ever to be, the sheet-anchor of those who succeed best in teaching the deaf and dumb."

Later Dr. Gallaudet said: "When we go into a company of deaf-mutes we find them almost invariably using signs. We know by experience that signs do not express those exact and beautiful divisions of thought that are expressed by language. The deaf and dumb, without themselves knowing it, lose a great deal of the apprehension of what ideas pass from mind to mind. When we come down to the nice distinctions of thought, the sign-language we know is not sufficient, and we should not flatter the deaf and dumb into thinking that it is. In order to rise to that high appreciation of thought which is attained by men possessing all their faculties, they must *possess* language."

And at the eleventh convention of the American Instructors of the Deaf, held in Berkeley, California, in July, 1886, Dr. Gallaudet presented the following resolutions:

"WHEREAS, The experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical conditions, and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals: it is, therefore,

"*Resolved*, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, and works at the same time harmoniously, aiming at the attainment of an object common to all.

"*Resolved*, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor."

These resolutions were unanimously adopted with the proviso added to the second resolution "that these children who are given to articulation teachers for trial should be given to articulation teachers who are trained for the work, and not to novices, before saying it is a failure;" and, also, "that a general

test be made, and that those who are found to have sufficient hearing to distinguish sounds, shall be taught aurally."

Dr. Gillett has written that in "speaking of the sign-language at this time, Dr. Job Williams, than whom there is no more competent and candid expert in its use, says: 'It was a marvelous system, but there was too much machinery about it, and like all machinery of those days it was crude and cumbersome. Too much time was spent over the sign-language. It seems sometimes to have been regarded rather as an end than a means. The lever was mistaken for the load which it was intended to move. For example, in the teaching of language, instead of presenting the idea vividly in brief natural signs, and then turning it at once to written or spelled language, the idea was first given in free, natural signs, next in word signs in the order of the words, and lastly by signs in the order of the words, each word being accompanied by other signs indicating the part of speech, and giving its grammatical construction. After all this preparation came the written language for the idea.'"

And, in May, 1880, Dr. Isaac Peet, said: ".... When we used to have these great discussions as between the two systems, those of us who opposed articulation *did not know anything about it*, and when we came to study it, to analyze it, and experiment upon it, we became interested in it, and the relation it holds to a complete system of deaf-mute education...."

On the same occasion Dr. Peet also said: ".... I would say, too, that I do not think that a knowledge of the sign-language is an essential of the instruction of the deaf and dumb. I believe you can give a deaf-mute a perfect knowledge of the English language without using any more signs from first to last than you use with hearing and speaking children. All mothers make signs. Everything makes signs. Circumstances have signs. They call up analogies, and speech comes in in connection with circumstances and with analogies, so that the hearing child learns speech gradually from the connection of things, and from the gestures of the mother and of people around it, and sentences come out in connection with certain actions. All these things are well understood; but I would not say that the sign-language, as we use it in an institution for the deaf and dumb, is

an essential to the acquisition of the English language, because it is perfectly certain that language can be acquired without the use of any signs."

Yet, notwithstanding that a few among the broader-minded leaders in the sign-schools publicly advocated, year after year, that every deaf child should be given ample opportunity to learn speech and speech-reading, upon Miss Rogers, Miss Fuller and Miss Yale and their co-laborers fell the brunt of the battle to influence public sentiment to perceive the incalculable value of the oral method in educating deaf children. One of the strongest testimonials of the masterly manner in which these honored women won for humanity this priceless educational blessing, is forcibly brought out in the remarks of the representative of the leading sign-school, who in 1893, twenty-six years after the Clarke School had opened its doors, said:

"Just think of a rich State with more than three hundred and fifty pupils in attendance at the State institution, and only three articulation teachers; of several other rich States, with more than two hundred and fifty pupils each, and only two articulation teachers, and of others, some with more than two hundred and some more than one hundred and fifty pupils each, and only one articulation teacher! Such provision as that for teaching speech is enough to bring the whole system of eclectic schools into utter contempt."

At that time, 1893, Clarke School had, besides others, fifteen instructors in speech and speech-reading, for one hundred and twenty-six pupils. And, holding that "it is the imperfections rather than the successes of a teacher's work that are impressed upon his own mind," Miss Yale said: "Standing at the close of the first quarter-century of oral work for the deaf in America, there is ample cause for regret that these imperfections have been so many and so great. Criticism and comparison from those without have only served to stimulate to better work; but low standards, ignorance of methods, and lack of skill on the part of the workers themselves have proved serious hindrances. Despite this, much has been accomplished. The number of pupils placed under oral instruction increases year by year; the standards of work are higher than they have ever been before,—better language, better speech, better voices, better lip-reading; and at no

previous period have so many and so high a grade of teachers been employed in this work."

Mr. Hubbard found that the greatest drawback to the rapid introduction of the oral movement was the lack of competent teachers qualified for a work in which infinite patience, great adaptability, and a thorough knowledge of child-nature are essential qualifications. Yet, handicapped as it has always been by lack of a sufficient number of successful teachers, and by the antagonistic attitude so detrimental to rapid growth in progressive movements, the magnitude the oral movement has attained is clearly exemplified in the statistics of speech teaching in the United States in March, 1906, the latest available, showing that in one hundred and thirty-two schools for the deaf, there were 11,812 pupils, that in sixty-nine of these schools *every pupil* was taught by means of speech and speech-reading without any recourse to manual spelling or to sign-language. Then there were schools like the Mt. Airy, at Philadelphia, which had five hundred and ten pupils, four hundred and seventy-nine of whom were being taught speech and speech-reading, while with thirty-one manual spelling (the finger-alphabet) was also used, but no sign-language. The growth of oral work in this school during the twenty-six years, 1881-1906, inclusive, is presented in the following tabulation, which shows that in 1881, when a separate oral department was established (oral instruction has been given since 1870), nearly ninety per cent. of the pupils were instructed in the manual department, while in 1906 the membership was only six per cent.

Department	1881	1891	1895	1897	1900	1906
Manual	319	312	152	93	30	31
Oral	36	125	350	416	470	479
Total pupils	355	437	502	509	500	510

In July, 1891, Dr. Crouter said: "The way has been long, at times dark and dreary enough, but the experience gained more than compensates for the years of trial. We have learned that oral work contains in itself all that is highest and best of deaf-

mute instruction, that its possibilities are limited only by time and labor, that it should be freely offered to every child deprived of its hearing. The time for doubt is gone and gone forever. Speech, God-given speech is the heritage of every child, and every child should be afforded the opportunity, the very best opportunity, to acquire it. Teaching it under the combined system is a good way if no other can be provided; teaching it and *by it,* in separate classes under the same conditions, is a better way; but teaching it in separate schools where all the conditions are most favorable is in my judgment the best way."

In July, 1896, thirty years after Miss Rogers had started the Chelmsford School, the American Association assembled for the Summer Meeting at the Mt. Airy School. In response to the warm welcome extended to the delegates, Dr. J. C. Gordon, then of Gallaudet College, said: ".... Let me commend to your respect and sympathy especially the active workers before you who are engaged, I am persuaded, in the most difficult field of human endeavor—the fullest possible development of the latent capacity of deaf and dumb children.... I submit to all,—was the outlook for the deaf ever brighter than it is today? An overwhelming majority of the deaf children in the five hundred schools throughout the world are taught to speak in the language of their parents."

Who can conceive of a richer crown for a woman's work, than to learn that within the lifetime of one generation, largely through her intelligent study, infinite patience, and ceaseless watchfulness, a majority of "deaf children are taught to speak the language of their parents." Surely such compensation have Miss Rogers and Miss Yale received.

The Illinois institution has employed articulation teachers since 1868, being one of the first to adopt the methods advocated by Miss Rogers. But not until the fall of 1893 was the oral department organized; and in the fall of 1897 the manual department became the manual alphabet department in which conventional signs were discarded for the finger alphabet. The rapid growth in the number of pupils attending the oral department, is shown in the following tabulation, it being borne in mind that the manual department conveys instruction not through signs,

but in the English language through the medium of the finger alphabet.

Department	1893	1896	1898	1900	1905
Manual	492	413	316	250	98
Oral	0	80	215	296	346
Total pupils	492	493	531	546	444

In 1898, the late Dr. J. C. Gordon, then superintendent of the Illinois Institution, stated in his annual report: "In small schools, under superior teachers, purely oral methods of instruction, employing speech and lip-reading to the exclusion of signs, have been employed with a high degree of success. The teachers in these schools are convinced that the proficiency of their pupils is due in a very large measure to the fact that every species of sign-language, as distinct from the vernacular, has been ignored, if not completely suppressed at every stage of instruction. The same methods have been employed in large schools with fair success, the general educational results under favorable conditions surpassing the results obtained with similar material in schools relying upon a language of signs as the principal means of instruction....

"Under proper instruction, if a deaf pupil can acquire the English language at all, he can acquire it best without recourse to a language of signs. The intuitive method properly used tends to clear away the mists of vague and busy thinking and to contribute to mental health and vigor. By this system the pupil is compelled to think, for he must have the thing before its symbol, the idea before the word, not perfectly perhaps, but more clearly than in a system which permits the deaf pupil to be deluged with signs before he comprehends their meaning, or before the ideas which they are intended to convey have arisen in his own mind.

.....

"The mental development involved in the acquisition of speech by a deaf-mute, requires constant use and training of perception, memory, association, imagination, reason and will. It nourishes the fundamental powers of the mind and prepares

them to respond to the stimulus of instruction. Living speech is the best preparation for the education of the deaf, as well as of the hearing child, and it is chiefly on account of its educational value that speech is given so much prominence under the present scheme of instruction in this school...."

In his annual report for the year ending June 30, 1902, Dr. Gordon wrote: "However imperfect the speech of the deaf may be as a means of communication with the outside world, the discipline and the knowledge gained in acquiring this speech, and the kind, quality and degree of mental development thus acquired, have an incalculable value in fitting the deaf-mute to master alphabetic language and to feel, think and act as an educated human being. A deaf-mute may be educated without speech; but in this day and age of the world such a one going forth from our schools is an anomaly, and he will always carry the marks of an imperfect education."

In 1899, Professor S. G. Davidson, (deaf), of the Pennsylvania Institution, in discussing the relation of language teaching to mental development and of speech to language teaching, during the summer meeting held at the Clarke School, said: "To summarize: Oral schools teach everything through the English language as the only adequate means for the expression of ideas and the development of the intelligence. They make speech the basis of instruction because of its value in interpreting language. They regard as of supreme importance the mental development of the child, and the work in both speech and language is directed to this end. And, in conclusion,—merely as an expression of my own opinion, based upon experience in language teaching at different times by signs, spelling, and speech,—I would say that the oral method, as practiced in the best institutions, accomplishes far more in the education of the deaf than is possible under any other method."

At the twenty-fifth anniversary of the opening of the Clarke School, Mr. Hubbard, in concluding his address on its founding and early history, said: "When we contrast the present with the past, and ask how this work has been accomplished, the answer will be, mainly through the efforts of Harriet B. Rogers and Caroline A. Yale. And so long as the names of Abbe Sicard and Abbe de l'Epee in France, and the elder Gallaudet in America

live—so long will they be honored as the founders of the Oral Method of Instruction for the Deaf in America."

On the same occasion Professor A. L. E. Crouter, principal of the Pennsylvania Institution for the Deaf, said: "The influence of the Clarke Institution in shaping methods of instructing the deaf has been very potent, more potent, in my opinion, than any other school in the country. Her influence has been more potent than even that of old Hartford, whose work we all so greatly admire, for Hartford wrought in virgin soil, while Clarke has been compelled to work in the face of adverse conditions against prejudice and established methods. She has outlived all opposition and has conquered for herself a most enviable position among the schools for the deaf in America."

At this same anniversary, Dr. Job Williams, principal of the American Asylum at Hartford, said: "I am glad to be here today. I am glad that the oldtime animosities have been superseded by most friendly feelings, and in behalf of 'Old Hartford' I extend to this school hearty congratulations and the right hand of fellowship." In his annual report for 1899, he wrote: "The teaching of speech has made great progress throughout the country in the last twenty years, and it has come to be universally recognized that a large percentage of the deaf can acquire a very useful amount of speech and lip-reading, and a smaller percentage can attain to ease and fluency in both." He had previously stated that "Any pupil who has mastered speech and lip-reading so far as to be able to carry on conversation in regard to the ordinary affairs of life in speech so plain as to be readily understood by the members of his own family, even though others fail to understand him, should be counted as a successful articulator and lip-reader."

Now, if this oral movement is of such immeasurable value to the present generation in opening the way for the intellectual culture of an afflicted class; if instruction by the oral method has transformed the once seemingly helpless into active, helpful and educated members of society, in the short space of the life-time of one generation, think how priceless the benefits will be to coming generations, whose instruction will begin in infancy, under a new generation of teachers, and when all need of conventional signs and gestures shall have vanished. Then try to estimate the value to present and to coming generations of all that

Mr. Hubbard, Miss Rogers, Miss Fuller and Miss Yale have accomplished.

As was so wisely expressed at the 1899 Meeting of the American Association: "Mr. Hubbard was not the first to propose the introduction of the oral method here—he was not the first to open an oral school in this country. Others proposed the introduction before him, but they were unsuccessful; others opened oral schools, but the schools did not live. He was the first to succeed; and the living, growing oral movement of today, owes its inception to him."

(To be continued.)

CLASSES AND SCHOOLS FOR THE DEAF AND THE BLIND IN FRANCE HEREAFTER TO BE SUPPORTED BY THE STATE INSTEAD OF BY MUNICIPALITIES OR DEPARTMENTS.

We are indebted to the Volta Bureau for a translation of a circular issued by the Asnièrs Institution for Deaf-Mutes of the Department of the Seine, explanatory of the recent amendment made to the general educational law whereby all schools for the deaf and the blind of France are made a part of the state system of Public Schools by providing that the teachers employed in them, like all other teachers in France, shall be paid by the state instead of, as formerly, by cities or districts. This very just provision in the law was secured by the exertions largely of Mr. Ferdinand Buisson, a member from Asnièrs of the Chamber of Deputies, and the circular gives extracts from the legislative proceedings embodying the amendment and the discussion upon it, together with published comments made by Mr. Buisson explanatory of the effects of the amendment and in advocacy of it.

The following is the circular:

(*Chamber of Deputies, Second Session, March 23, 1906. Report of Proceedings Relative to Classes and Public Schools for the Deaf and the Blind.*)

The Presiding Officer: Deputy Ferdinand Buisson (of Asnièrs) offers the following amendment:

"There shall be placed to the credit of the public school fund the amount requisite to enable schools and classes for the deaf and the blind to participate in the obligatory instruction provided for by the law of March 28th, 1882. The salaries and authorized supplementary allowances granted to male and female teachers of these establishments, shall, in conformity with the enactments of July 19th, 1889, and July 25th, 1893, be charged to the State."

The Chairman of the Budget Commission: "The Budget Commission accepts this Amendment."

Mr. Gasquet, Director of Primary Instruction, representing the Government: "The Minister of Public Instruction approves of Mr. Buisson's amendment, provided it shall be left discretionary, and not made obligatory, upon the Government."

Mr. F. Buisson: "I beg to thank the Government and the Commission for accepting the Amendment I have offered, desiring only, when the Chamber in its turn adopts the Amendment, that body will not ignore the scope of its purport.

"The question involved is not asking of the State to display special generosity, but simply, whether what may justly be termed a national debt shall or shall not be paid.

"I would not have you believe that this Amendment reopens a question which already has come before us and again may come up, viz., the question to decide whether it is either for the Ministry of the Interior or the Ministry of Public Instruction, or for these jointly to take charge of the organization of the instruction of the blind, the deaf, and other abnormal persons, the management of the special establishments which already are and in yet greater number will be devoted to their instruction and care. This evidently involves solving a very complex question of administration, and the Amendment which a few weeks ago Mr. Tournade and myself offered in no manner affects the same.

"It determines, however, another question which up to the present has remained undecided, viz.: Primary elementary instruction is obligatory upon all children of France; that is to say, is obligatory for them to receive it, obligatory upon their parents to have it given to them, and obligatory for the State to pay for the same. The only ones thus far who found themselves excepted and excluded from being benefited by this provision of the law, were the children who, among all others, needed most its benefactions, the deaf and the blind.

"How is it that such an omission could perpetuate itself? It would be unjust to our country to suppose it has been intentional, although this might be charged against its legislators, despite the fact that ever since the enactment of the law in 1882, by virtue of its special provision, these children were entitled to the same rights and privileges accorded to all others.

"This is owing solely to complications inherent in the matter, which involved special regulations resulting in the law of 1894, the provisions of which virtually rendered nugatory the clearly defined law of 1882 (the details of which need not now be entered upon), but resulted in the fact that neither the Minister of Instruction nor the Minister of the Interior were authorized to treat blind and deaf children the same as normal children, or to treat their teachers on equal terms with instructors generally.

"Instead of having the right to claim instruction by virtue of law they could only receive it as indigents dependent upon public and private charity.

"By this amendment we restore to the Ministry the power to do for these children, what is being done for all other children; we place them under the provision of the general law, we cancel an authorized prohibition of unquestionable illegality, without interfering with the organic law or anything in existing legislation. We simply limit ourselves to discontinuing an ordnance which unconsciously and involuntarily perpetrated an injustice. This is our sole excuse for offering this amendment, and, gentlemen, you will certainly be willing unanimously to repair this wrong." (Cries of very good, very good.)

The Presiding Officer: "I put the amendment of Mr. Buisson to a vote."

(The amendment, when voted upon, was adopted.)

(*Additional Memoranda Concerning Primary Instruction of Abnormal Children, March 31, 1906.*)

It is considerable of a victory achieved to have secured as a financial law of the land relative to schools and their employees, the additional section (quoted above).

Although very modest, this reform is promising, and a cause for rejoicing. While it can be said to constitute a negative advantage, nevertheless, the cessation of a practice equally illegal and inhumane, affects an article which had boldly essayed to render inoperative the organic law. It seems but a small matter, yet it required twelve years to secure it, and surely it deserves mention.

Our readers are likely more familiar with this special subject than probably are the deputies who have to consider numerous

similar questions, and after a summary examination decide upon their merits. It resolved itself simply into exacting compliance with the fundamental provisions of the law of March 28, 1882, relating to obligatory instruction. The legislator had taken care to insert, together with the principle of obligatory instruction, also a proviso stating: "Special regulations will determine the means of insuring primary instruction to deaf and blind children." Eleven years elapsed, and these regulations were not issued. Why? To state the cause fully would require a long and tedious story. Suffice it to know, that the main obstacle emanated from the difficulties which arose in regard to the status of the three existing national schools for the Deaf and the National Institute for the Blind. These establishments as charitable institutions were subject to the Ministry of the Interior. It was claimed that they should come under the Ministry of the Public Instruction as educational establishments.

While the departments were contending relative to the legal status of these institutions, sight was lost of the fact that of every thousand of blind children in France, they could admit only two hundred and fifty, and of four thousand deaf children they could only admit six hundred. Pending the discussion of pupils privileged to attend these institutions, the far greater number of those who were deprived of this privilege were entirely forgotten.

The "Department of the Seine," prompted by a generous and enlightened impulse, sought partly to remedy the discrepancy by opening the Institut d'Asnièrs to 350 deaf and the "Ecole Braille" to about 200 blind. But, despite this, there remained a large number of these unfortunate children barred from public schools and without any other attention than such as they could secure in private establishments, or through public charity. The legislature in 1893 again recognized a debt the nation owed, and by Article 37 reconfirmed the law of 1882, defining the character of public teachers, who, in charitable institutions, devoted themselves to the instruction of the deaf and the blind; but again erred in referring the conditions governing such schools and the employment of teachers to regulations which the department having charge of public schools and their employees would issue.

The regulations issued November 5, 1894, among numerous excellent provisions, contained one, however, which sufficed to

paralyze all others. This declared that it should not be the state which would pay even the minimum of salaries of regularly certified and appointed teachers instructing the blind and the deaf, but, on the contrary, the expense of paying the same must be incurred by the respective municipal or departmental authorities. This resulted in placing these unfortunate children beyond the pale of any provisions of law and equity, and their teachers were equally excluded from any participation in the privilege accorded to instructors generally by law.

Thus, while the nation exacts obligatory, and grants gratuitous, instruction to all the children of France, it denied it to those most in need thereof. A monstrous economy this which would insist on municipalities and departments (who might choose to do so) paying as an act of charity the costs of elementary instruction of children deprived of their senses of sight and hearing! An inexcusable anomaly, were it not unconsciously and involuntarily perpetrated.

It will, however, disappear from our statutes if the Senate will ratify the vote of the Chamber.

(This ratification was voted by the Senate, in its session of April 12th, 1906.)

This vote of the Deputies does not prescribe to the Ministry of Public Instruction a specified period or date nor any other conditions for establishing normal scholarships for primary teachers of abnormal children. But it clears the way for a fulfillment of a duty clearly expressed by the enactments of 1882 and 1893, within limits and terms to be fixed by said Ministry.

To illustrate: Yesterday only, as it were, a certain municipality offered to assume the charge of establishing a school for the blind, the deaf, and other abnormal children capable of instruction, and said to the State: "Pay at least the teachers for these thirty or forty children, as you do those for all others." The State responded: "No, we shall not pay anything of the kind." Tomorrow the same municipality will apply again to the Minister of Public Instruction, and will solicit the establishing of certain teacherships, which the Minister will have the power to concede, identically the same as if the establishing of an ordinary public school were in question. This he will appreciate, and we are quite sure of what he will do, now that he is at liberty to act.

The great School Commission under the presidency of Mr. Leon Bourgeois has already made considerable progress in outlining and solving this problem, being largely guided by what it has seen exemplified in the admirably conceived theoretical and practical plans which prevail in the system of educating abnormal children at the Asnières Institution.

A new era of reform is dawning toward establishing a national method of instruction for these children who are most entitled to the fostering care of the nation.

F. BUISSON.

The additional paragraph concerning classes and public schools designed for the Deaf and Blind, offered by the deputies, Messrs. M. Ferdinand Buisson and Taurnade, approved by the Chamber of Deputies March 23d, 1906, and ratified by the Senate April 12th, 1906, has been duly enrolled April 17th, 1906, as Article 82 of the financial law of the government.

SPECIAL REPORT UPON THE DEAF, BASED ON THE RETURNS OF THE TWELFTH CENSUS.

By Alexander Graham Bell, Washington, D. C.

[The following is a reproduction of the first pages of the Special Report upon the Deaf, based upon the Returns of the Twelfth (1900) Census, the text of which was prepared by Dr. Alexander Graham Bell. The Director of the Census, the Hon. S. N. D. North, in transmitting the report to the Secretary of Commerce and Labor, says, in an accompanying letter:

"The preliminary data for this report"—relating both to the blind and the deaf—"were collected by the enumerators of the Twelfth Census, who reported the name, age, sex, and post-office address of each person alleged to be blind or deaf, as a basis for a more complete return to be secured by correspondence with the individuals.

"The inquiry was initiated and the correspondence conducted under the direction of Dr. Alexander Graham Bell, who determined the scope of the investigation and specified the tabulations to be made from the data secured. He also prepared the text relating to the deaf. In arranging the classification of the causes of blindness, Doctor Bell was assisted by the late Dr. Swan M. Burnett, who kindly revised the comments relating to this part of the work. The compilation of the statistical tables was performed in the division of vital statistics under the supervision of the late William A. King, chief statistician for vital statistics.

"The returns collected in connection with this inquiry have not only served as the statistical basis for this report, but have been utilized to the more immediate advantage of the blind and deaf by preparing, upon request, lists of addresses and personal data for schools, libraries, and other institutions established for the benefit of these classes. Over 203 lists aggregating 42,084 names of blind persons and 29,544 of deaf have been supplied by the Bureau of the Census, and it is believed that this use of the data will contribute more directly to the personal benefit of the blind and deaf than any other that could be made."

Succeeding numbers of the Review will contain additional excerpts from this Special Report, with the purpose in view to give, if not all of the report, at least its most interesting and sug-

gestive portions. The complete Special Report may be obtained by addressing a request for it to the Director of the Census, Census Bureau, Washington, D. C.—EDITOR.]

INTRODUCTION.

This report relates to the deaf of the United States living on June 1, 1900.

In accordance with the census act, the enumerators of the Twelfth Census were required to return only the name, sex, age, and post-office address of each deaf, or deaf and dumb person, leaving all further details to be ascertained subsequently through correspondence with the deaf persons themselves or their parents or guardians.

The nature of the instructions to the enumerators is indicated by the extract given on page 3 (of the Special Reports). [See Appendix A, page 369.]

Upon receipt of the enumerators' special schedules containing lists of persons reported to be deaf, or deaf and dumb, a circular letter of inquiry, or individual schedule, was sent to each address given, asking whether the person had been correctly returned as deaf, or deaf and dumb, and requesting further information in the form of replies to specific queries.

The special schools for the deaf in the United States were also requested to furnish the Census Bureau with the information contained in their school records concerning deaf pupils admitted between June 1, 1890, and June 1, 1900. Similar information concerning all pupils admitted from the opening of the schools up to June 1, 1890, had been collected in 1890 upon cards which have been preserved. The same form of card was used in 1900, and the complete card catalogue, arranged alphabetically, was employed in checking and verifying the returns made by the enumerators and by the deaf persons themselves in cases where the persons had attended special schools.

The special schools for the deaf were also supplied, upon request, with lists of deaf children of school age within the territory covered by the schools, taken from the enumerators' returns, and the superintendents were requested to inform the Census Bureau of any erroneous returns discovered.

The replies to the circular letter of inquiry, and the correspondence with heads of schools for the deaf, enabled the Census

Bureau to eliminate from the enumerators' lists large numbers of persons who were only hard of hearing, or who had been erroneously returned as deaf, leaving a total of 89,287 persons with seriously impaired powers of hearing.

Of these, 51,861 were not totally deaf, as they could understand loudly shouted conversation. The returns in these cases have been tabulated separately under the head of "partially deaf," although of course they represent only a portion of the partially deaf of the United States, every effort having been made to exclude persons merely "hard of hearing" from the returns.

Persons returned as both blind and deaf numbered 2,772. Since the returns in these cases are included in the report on the blind because they were blind, they are also included in the present report on the deaf because they were deaf.

Comparing the total number in the two afflicted classes, 64,763 persons were returned as blind and 89,287 as deaf; but the aggregate number of blind and deaf is less than the sum of these two figures, because the blind-deaf cases are doubly reported.

Blind (alone)	61,991
Deaf (alone)	86,515
Blind-deaf	2,772
Aggregate blind and deaf	151,278

The present report differs in several important respects from former census reports on the same subject.

In order to secure as large aggregates as possible upon which to base the statistical analysis, the tables deal chiefly with the deaf of the whole of the United States, rather than with those of the States and Territories individually, or of the counties contained in them.

States and Territories are the lowest units of geographic distribution employed; county tables are omitted altogether, as they occupy space quite out of proportion to their real importance or value, and the figures are too small to yield statistical results of significance.

Another difference relates to institution statistics. No special inquiry has been made through the Census Office concerning the deaf persons in institutions or schools for the deaf, as such inquiry appeared to be unnecessary in view of the fact that sta-

tistics of this character are collected no less than three times every year through other agencies. Such statistics are compiled by—

1. The United States Government, through its Bureau of Education (published annually in the report of the United States Commissioner of Education).

2. The Conference of Superintendents and Principals of American Schools for the Deaf (published annually in the "American Annals of the Deaf," Kendall Green, Washington, D. C.).

3. The American Association to Promote the Teaching of Speech to the Deaf (published annually in the "Association Review," Mt. Airy, Philadelphia, Pa.).

The published results contained in these three sources of information are utilized in this report.

The assigned causes of deafness are classified by their effect on the ear. All the assigned causes act only indirectly, the true cause of deafness being in every case the injury to the ear and not the cause assigned.

The present classification has been effected through the cooperation of a committee of experts—Dr. Z. T. Sowers, general physician; Dr. Charles W. Richardson, aurist, and the late Dr. Swan M. Burnett, oculist, all of Washington, District of Columbia.

Diseases that produce the same effect upon the ear are grouped together. For example, scarlet fever, measles, disease of ear, etc., operate to produce an abscess in the middle ear. They are therefore grouped together, and the deafness is assigned to a "suppurative condition of the middle ear."

The assigned causes of deafness are also considered in connection with hereditary influences shown by the consanguinity of the parents or the possession of deaf relatives. Deaf relatives are classified into four groups: *a,* deaf brothers, sisters, or ancestors (relatives in the direct line); *b,* collateral relatives (uncles, aunts, cousins, and other relatives not *a, c,* or *d*); *c,* deaf children (sons or daughters); and *d,* deaf husbands or wives.

The present report also differs from former reports in its treatment of occupations. In order that the occupations of the deaf may be compared with the occupations of normal persons, the same classification has been adopted as that employed in the Twelfth Census for the general population of the country.

The occupations of the deaf are also considered in connection with sex, race, and education, so that the occupations of the whites can be compared with those of the colored, and the occupations of the educated deaf contrasted with those of the uneducated. In relation to the educated deaf, the kind of school attended is noted, so that the occupations of those who have been educated in special schools for the deaf may be compared with the occupations of those who have been educated in the ordinary public schools of the country, or who have not been educated at all.

Another difference relates to the classification of the deaf themselves.

In the earlier Census reports the attempt was made to enumerate the "deaf and dumb" alone, excluding all of the deaf who could speak. In the Tenth Census all persons who lost hearing before they reached the age of 16 years were classed as "deaf and dumb," whether they could speak or not; and in the Eleventh Census the deaf were divided into two broad classes based upon their ability to speak, viz., "the deaf and dumb" and "the deaf but not dumb."

In the present report the age or period of life when deafness occurred is adopted as the basis of classification; and the deaf are divided into two broad classes quite independently of their ability to speak—"the deaf from childhood" and "the deaf from adult life."

The ability to speak is an acquired condition, and not, therefore, suitable as a basis for classification. Speech is usually acquired through hearing and imitation, but it may also be acquired (independently of hearing) through special instruction; and, as a matter of fact, many deaf-mutes are now taught to speak in a more or less intelligible manner. These cases make their appearance in the census returns as "deaf but not dumb," thus apparently reducing the numbers of the class "deaf and dumb," to which they originally belonged.

It is very desirable that the classification of the deaf should be based upon a natural condition which cannot be changed. The age or period of life when deafness occurred is a condition of this kind, and the deaf and dumb, whether they have been taught to speak or not, belong naturally to the class "deaf from childhood,"

and are thus differentiated from that large class of speaking persons who lost hearing in adult life.

Another noteworthy difference between this and former reports consists in the copious use of graphical diagrams upon a small scale, illustrating the tables. The smallness of the scale employed reduces to insignificance minor details, in which only small numbers are involved, thus bringing out clearly in relief the really salient features of the tables. The diagrams give a sort of bird's-eye view of the general features of the tables, and when closer inspection is desired the tables themselves give the details.

All the information tabulated by the Census Bureau concerning the deaf will be found fully elaborated in the general tables. All other tables used in this report have been compiled from these. Tables 1 to 10 of the general tables are summary tables, giving a survey of the whole scope of the investigation.

COMPARISON WITH FORMER CENSUSES.

In taking the earlier censuses (1830 to 1870) the enumerators were instructed to return only those who were actually deaf and dumb; but in 1880 it was recognized that many of the so-called deaf and dumb could speak—imperfectly, perhaps, but still sufficiently to enable them to escape enumeration as persons totally deprived of the power of utterance. It was thus seen that the plan of limiting the returns to those who were unable to articulate failed to secure a full census of the class intended to be enumerated; and in taking the census of 1880 the plan was adopted of considering all persons who lost hearing in childhood as belonging naturally to the class "deaf and dumb," whether, as a matter of fact, they were able to speak or not.

This same plan has been adopted in the present census, but it has been deemed advisable to extend the age limits assigned to "childhood" from 15 years (1880) to 19 years (1900), for the reason that special schools for the deaf and dumb are open to all deaf children of school age. All persons, therefore, who lost hearing before the age of 20 are admissible as pupils, and this quite irrespectively of their ability to speak. It has also been deemed advisable in the present report to designate this class as "the deaf from childhood (under 20)," rather than the "deaf and dumb;" for it is manifestly incorrect to label as "deaf and dumb"

a class of persons containing many members who can speak. For this reason the "deaf and dumb" of 1880 would more properly be termed "the deaf from childhood (under 16)."

The inclusion of speaking persons in the returns of the deaf and dumb for 1880 is probably the main cause of the increased ratio per million noted for that census (Diagram 1).

There are other causes, however. Previously to 1880 the accuracy of the census returns depended upon the enumerators alone, for there was no possibility of going behind their returns and correcting errors; but in 1880 the Census Bureau entered into correspondence with physicians residing in all parts of the country, through whose agency the enumerators' returns were checked and verified. Many names of deaf-mutes who had been overlooked by the enumerators were supplied to the Census Bureau by the physicians.

This correspondence revealed the fact, which has been amply substantiated by the experience of the present census, that the returns of the ordinary enumerators regarding the deaf, or deaf and dumb, are erroneous in a large proportion of cases, and need correction and verification before being made the basis of statistical inquiries.

In 1890 a new departure was made. Previously to that year the census returns related to a portion only of the deaf and not the whole, viz., the deaf and dumb (1830 to 1870), or those who were supposed to belong naturally to that class, even though they could speak (1880); but in 1890, instead of relying upon the enumerators to make the distinction desired, the attempt was made to take a census of the whole number of the deaf, and to have the dividing line drawn by experts in the Census Office during the examination of the returns.

In 1890 the enumerators were instructed to make returns of all persons who were so deaf as to be unable to understand loudly shouted conversation, with the object of limiting the inquiry substantially to persons who were totally deaf.

The dividing line was drawn in accordance with the practice of the earlier censuses and not with that of 1880. The deaf were divided into two broad classes, viz., the "deaf and dumb" and the "deaf but not dumb." Deaf-mutes who had been taught to speak in oral schools were included among the "deaf but not dumb," but

comparison was made with former censuses on the basis of the "deaf and dumb" alone.

Under such circumstances we would naturally expect to find a falling off in the ratio per million of population returned as deaf and dumb proportional to the activity displayed by the special schools in imparting speech to their pupils; and by reference to Diagram 1 it will be observed that there was a decrease in 1890 as compared with 1880.

This falling off, however, is more apparent than real, because the returns of the deaf and dumb for 1890 included only persons who were reported as unable to speak; whereas those for 1880 included all persons who lost hearing before reaching the age of 16 years, many of whom possessed some power of speech. The true comparison, therefore, should be made with the earlier censuses, in which the returns were limited to those who were *de facto* deaf and dumb.

In taking the Twelfth Census (1900) the plan of 1890 was adopted of taking a census of all of the deaf who were unable to understand loudly shouted conversation; but in accordance with a special statute of Congress the enumerators were required to report only the name, age, sex, and post-office address of deaf, or deaf and dumb, persons discovered, leaving all other details to be ascertained by correspondence with the deaf persons themselves.

After all corrections had been made in the data secured for the present report, it was found that of those who had been correctly reported as deaf, the majority were able to understand loudly shouted conversation, in spite of the specific instructions to the enumerators that such persons were not to be returned. Out of 89,287 deaf, 37,426 were totally deaf and 51,861 could hear loudly shouted conversation. These latter cases were too numerous to be ignored in the tabulation of the results, and the returns have therefore been analyzed under the head of "partially deaf," although of course the cases reported constitute only a small fraction of the partially deaf of the country.

It must be difficult for enumerators, who are usually strangers to the persons they return, to decide definitely whether a person is or is not totally deaf; and we must credit the enumerators of the present census with the intention of fulfilling their instructions to the best of their ability. It is therefore probable that the

majority of the partially deaf persons returned were laboring under serious defects of hearing, and were not simply "hard of hearing." They are believed, as a class, to be persons so deaf that it required correspondence with the persons themselves to ascertain the fact that they were not totally deaf.

In the present census the proportion of the population reported as deaf and dumb (unable to speak at all) is less than one-half of that returned in 1890 (648 to the million in 1890, 321 to the million in 1900) (Diagram 1).

In explanation it may be said that many thousands of persons who belong naturally to the class "deaf and dumb" are reported, or rather reported themselves, in the present census as able to speak; so that it is obvious that the increased activity in articulation teaching in our schools for the deaf is responsible for a considerable portion of this result.

It is doubtful, however, whether this explanation alone is sufficient to account for the great difference between the two censuses in this respect; and it is possible that there may have been an overestimate of the deaf and dumb in 1890 or an underestimate in the present census, or perhaps both suppositions may be correct.

The returns of the 1890 census were based upon the reports of the enumerators alone, without verification by correspondence with the deaf persons, as in 1900, or by correspondence with physicians, as in 1880. It is therefore probable that erroneous returns, similar to those discovered in 1880 and 1900 through correspondence, exist uncorrected in the returns for 1890.

On the other hand, several thousands of circular letters of inquiry, sent out to the addresses of persons reported as deaf by the enumerators of the present census, failed to bring any reply, in spite of repeated requests for information. These cases were therefore thrown out of the investigation as resting upon insufficient evidence. They may represent erroneous returns; but, on the other hand, it is possible that the enumerators were correct, and that the deaf persons reported belonged to illiterate families unable to respond by mail.

Whatever may be the deficiencies of the present census, the information actually compiled is authoritative so far as it goes, because it is based upon statements made by the deaf persons

themselves, or by parents, guardians, or friends intimately acquainted with the condition of the deaf persons considered.

In addition to the "deaf and dumb" returned in 1890, 80,616 persons, or 1,287 per million of population, were reported as "deaf but not dumb," so that the whole number of deaf returned in the 1890 census was 121,178, or 1,935 per million of population; whereas, in the present census, 89,287 deaf are reported in all, constituting a ratio of 1,175 per million of population, and the number able to speak (including those who speak well and those who speak imperfectly) is 64,918, or 854 per million.

Table I shows the number of deaf and dumb returned at each census since 1830 and the ratio per million of population, the figures for the present census including only those of the deaf who are "unable to speak at all."

TABLE I.—NUMBER OF DEAF AND DUMB AND THE RATIO PER MILLION OF TOTAL POPULATION—1830 TO 1900.

Census	Total Population	Deaf and Dumb	
		Number	Ratio per 1,000,000 of Population
1830	12,866,020	6,106	475
1840	17,069,453	7,665	449
1850	23,191,876	9,803	423
1860	31,443,321	12,821	408
1870	38,558,371	16,205	420
1880	50,155,783	33,878	675
1890	62,622,250	40,592	648
1900	75,994,575	24,369	321

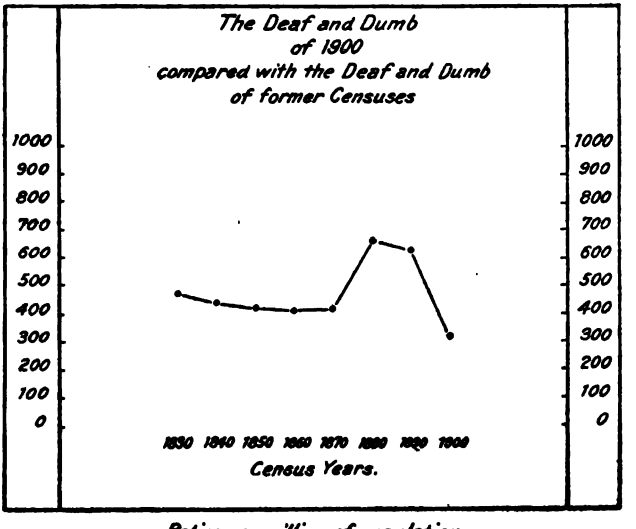
Table II shows the "deaf from childhood" of the present census compared with the "deaf and dumb" of former censuses.

TABLE II.—COMPARISON OF DEAF FROM CHILDHOOD IN 1900 WITH DEAF AND DUMB OF FORMER CENSUSES—1830 TO 1900.

Census	Number	Ratio per 1,000,000 of Population
1830, deaf and dumb	6,106	475
1840, deaf and dumb	7,665	449
1850, deaf and dumb	9,803	423
1860, deaf and dumb	12,821	408
1870, deaf and dumb	16,205	420
1880, deaf and dumb	33,878	675
1890, deaf and dumb	40,592	648
1900, deaf from childhood (known)	50,296	662
1900, deaf from childhood (estimated)	51,871	682

The ratios per million of population given in Tables I and II are shown graphically in Diagrams 1 and 2.

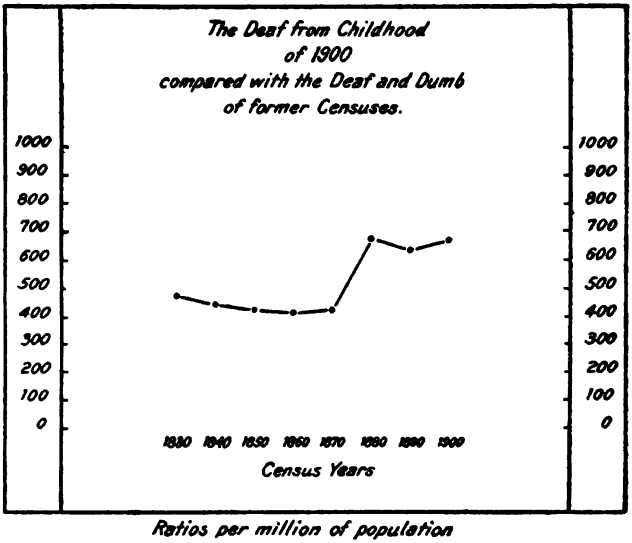
DIAGRAM 1.



It is obvious at once from inspection of the diagrams that the returns of the different censuses are not fully comparable with one another. The earlier censuses (1830 to 1870) differ materially from the later (1880 to 1900).

The returns of the deaf and dumb of the present census are more comparable with those of the earlier censuses than with those of 1880 or 1890 (Diagram 1); and the deaf from childhood of the present census are more comparable with the deaf and dumb of 1880 and 1890 than with those of the earlier censuses (Diagram 2).

DIAGRAM 2.



In 1890 the age or period of life when deafness occurred was noted both in the case of the "deaf and dumb" and the "deaf but not dumb," so that it is possible, by adding the two classes together, to institute a comparison between the 1890 and 1900 censuses upon this basis, as well as on the basis of ability to speak. This is done in Table III.

TABLE III.—NUMBER OF DEAF AND RATIO PER MILLION OF TOTAL POPULATION, BY PERIOD OF LIFE WHEN DEAFNESS OCCURRED AND ABILITY TO SPEAK—1900 AND 1890.

Period of Life when Deafness Occurred and Ability to Speak	Number		Ratio per 1,000,000 of Population	
	1900	1890	1900	1890
Total	89,287	121,178	1,175	1,935
Period of life when deafness occurred:				
Childhood (under 20)	50,296	52,827	662	844
Adult life (20 and over)	35,924	55,728	473	890
Unknown	3,067	12,623	40	201
Ability to speak:				
Able to speak	64,918	80,616	854	1,287
Unable to speak	24,369	40,562	321	648

The deaf from childhood (under 20) constituted 844 to the million in 1890 and 662 to the million in 1900. The deaf from adult life (20 and over) constituted 890 to the million in 1890 and 473 to the million in 1900. The period of life when deafness occurred (whether childhood or adult life) was unknown in 12,623 cases, or 201 to the million, in 1890, and unknown in 3,067 cases, or 40 to the million, in 1900.

The discrepancy between the two censuses is not, therefore, confined to the deaf and dumb alone, but is manifest on all the points of comparison noted. It is therefore probable that in one or both censuses the returns themselves are defective—probably excessive in 1890 and deficient in 1900.

DISCUSSION OF THE RESULTS.

One of the main objects of comparing one census with another is to determine, from an inspection of returns compiled at different times, whether the proportion of the population deaf, or deaf and dumb, is increasing or diminishing. Unfortunately the existing censuses are not sufficiently comparable with one another to enable us to do this, since no uniform plan was adopted in the collection of the statistics.

Some light, however, may be thrown upon the subject from the returns of a single census by comparing the present ages of the deaf with the ages of the whole population. If deafness is increasing, we should naturally expect to find a larger proportion of deaf among the younger persons than among the older.

The difficulty in making such a comparison lies in the fact that deafness occurs at different ages, so that it would not be possible to include the whole of the deaf in one determination. It so happens that the great mass of the deaf and dumb lost hearing before the age of 5, so that in their case we have a considerable aggregate with comparatively slight differences in the age when deafness occurred; and in the deaf from birth, we have a large sub-group in which no differences at all exist in this respect.

Table VI shows the present ages of the whole population of the United States in 1900 by five-year periods, and the present ages of the totally deaf from early childhood (under 5)—all of whom are, naturally, deaf and dumb—distinguishing the congenital from the non-congenital cases. The table also shows the proportion deaf per million of population of the same age.

The ratios contained in Table VI are shown graphically in Diagrams 3, 4, and 5.

In these three diagrams the dotted lines represent returns that are known to be incomplete. It is always found to be the case that deaf children under 10 years of age are incompletely returned, and the younger the deaf children the less complete are the returns.

It is obvious from inspection of Table VI that the proportion of the population totally deaf from early childhood (under 5) is greater among the younger persons than among the older (Diagram 3).

Referring to Diagram 4, there seems to be no substantial difference among the older persons in the ratio per million totally deaf from birth, but among the younger the ratio per million is very much greater. For example, the totally deaf from birth constitute 135 to the million among persons 30 to 35 years of age, and 282 to the million among persons 10 to 15 years of age—a ratio more than double the former. This result is probably due to the prevalence of intermarriages among the deaf and dumb during the latter part of the nineteenth century. Some of these unions have been productive of deaf offspring, who belong largely to the class of totally deaf from birth. The deaf, both of whose parents were deaf and dumb, are mostly young, few of them having reached middle life.

TABLE VI.[1]—THE TOTALLY DEAF FROM EARLY CHILDHOOD BY PERIOD WHEN DEAFNESS OCCURRED AND PRESENT AGE, COMPARED WITH TOTAL POPULATION.

Present Age	Total Population	The Totally Deaf from Early Childhood (under 5)					
		Total	When Deafness Occurred		Ratio per 1,000,000 of Population of Same Age.		
			At Birth	After Birth	Total	At Birth	After Birth
Total.....	75,994,575	26,152	12,609	13,543	344	166	178
Present age:							
Not stated.....	200,584	94	62	32	469	309	160
Stated	75,793,991	26,058	12,547	13,511	344	166	178
Under 5.	9,170,628	846	446	400	92	49	43
5 and under 10.	8,874,123	3,245	1,674	1,571	366	189	177
10 and under 15.	8,080,234	4,399	2,281	2,118	544	282	262
15 and under 20.	7,556,089	3,784	1,937	1,847	501	256	245
20 and under 25.	7,335,016	2,422	1,128	1,294	330	154	176
25 and under 30.	6,529,441	2,424	888	1,536	371	136	235
30 and under 35.	5,556,039	1,962	749	1,213	353	135	218
35 and under 40	4,964,781	1,858	696	1,162	374	140	234
40 and under 45.	4,247,166	1,297	648	649	305	152	153
45 and under 50.	3,454,612	1,024	516	508	296	149	147
50 and under 55.	2,942,829	895	492	403	304	167	137
55 and under 60.	2,211,172	664	343	321	300	155	145
60 and under 65.	1,791,363	483	278	205	270	155	115
65 and under 70.	1,302,926	325	198	127	249	152	97
70 and under 75.	883,841	214	136	78	242	154	88
75 and under 80.	519,857	132	81	51	254	156	98
80 and under 85.	251,512	53	37	16	211	147	64
85 and under 90.	88,600	19	12	7	...	.....	.....
90 and under 95.	23,992	10	5	5	.....	.....	... ...
95 and under 100	6,266	2	2	.....	....	.....	.....
100 and over....	3,504	.....	.....	.....	.....	.....	.....

Referring to Diagram 5, relating to the non-congenital cases among the totally deaf from early childhood, the curve is more irregular than in the case of those deaf from birth, as would naturally be expected when we consider these persons became deaf

[1] Tables IV and V, with the text relating to them, are omitted from this republication.

from apparently adventitious causes, some of which are of an epidemical nature, like cerebro-spinal meningitis. Upon the whole, the proportion deaf is greater among the younger persons than the older, and proportionally greater as the age is younger. It is not clear that we can interpret the figures to mean that the proportion of the population non-congenitally deaf (under 5) is increasing more rapidly than the population; for a curve of similar character to that in Diagram 5 would be produced upon the assumption that the death rate is greater in these cases than in the population at large, which is not unlikely to be the case when we consider the fact that these persons lost hearing from severe illnesses which must have tried their constitutions.

DIAGRAM 3.

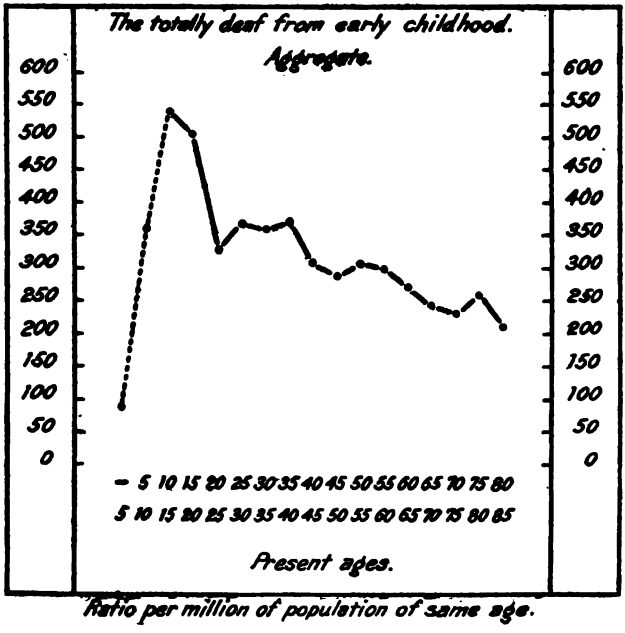


DIAGRAM 4.

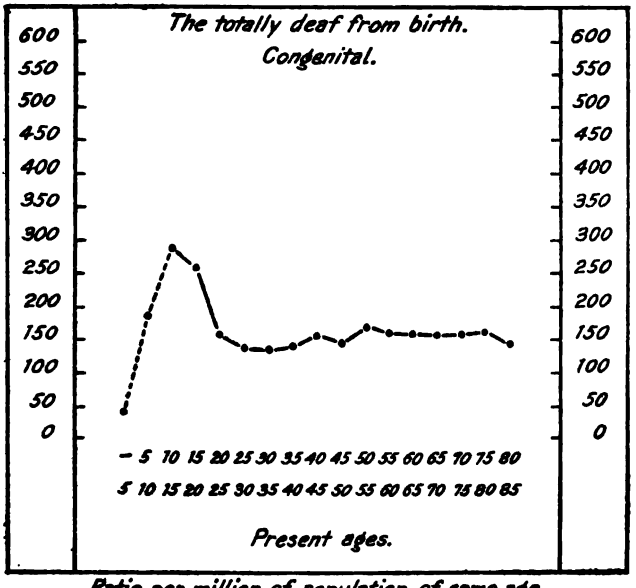
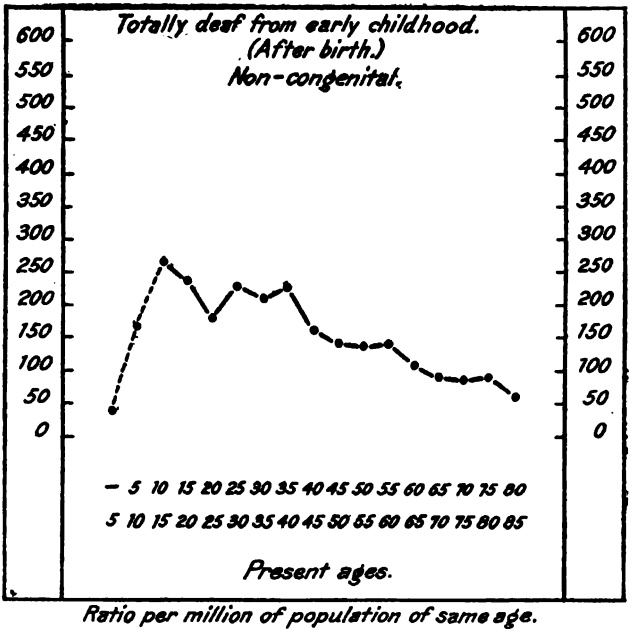


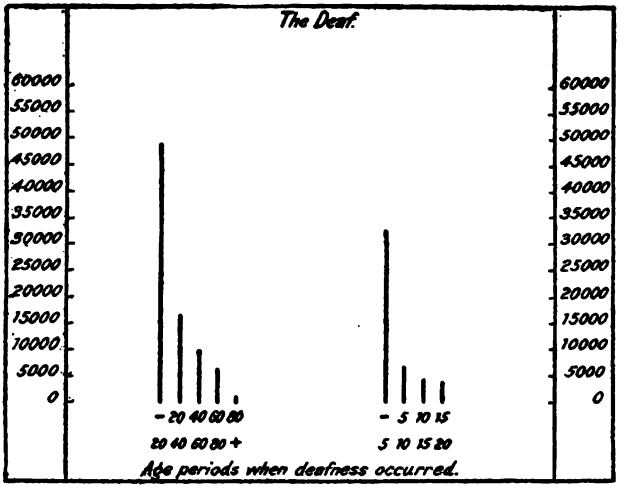
DIAGRAM 5.



Age when deafness occurred for the whole of the deaf.— The age when deafness occurred is definitely stated in 81,590 cases, and of these, 59 per cent became deaf before reaching the age of 20 years, 48 per cent became deaf before reaching the age of 10 years, 40 per cent became deaf before reaching the age of 5 years, and 18 per cent were born deaf. One-half of the deaf lost hearing before they were 11 years old.

Diagrams 6 and 7 illustrate in graphical form the figures contained in Table XI[1] and Table 17[2].

DIAGRAM 6.



The large number returned as deaf from birth and the small number reported deaf during the first and second years of life after birth (Diagram 7) is suggestive of some inaccuracy in the returns; and this is extremely probable, for the reason that in many, if not in most, cases the fact that an infant is deaf is not discovered, or is not certainly known, until after he is 2 years of age. At or about the age of 2 most children begin to speak, but the deaf child does not. This speechless condition attracts attention, and he is then found to be also deaf. If during his infancy he has had some serious illness, the deafness is naturally attributed to that; if not, the natural assumption is that he was born deaf.

[1] To appear in the December number. [2] Omitted from this republication.

DIAGRAM 7.

It is probable that some of those reported deaf from birth really lost hearing in infancy after birth, and that some of those reported deaf from infancy after birth were really born deaf. The irregularity of the figures suggests that, on the whole, too many are returned as deaf from birth and too few as deaf during the first and second years of life after birth.

APPENDIX A.

The instructions given to the enumerators of this census differ radically from those formerly given. In former censuses enumerators asked: "Are there any persons in the house who are blind, deaf and dumb, insane, idiotic, crippled, bed-ridden, or otherwise disabled?" This offensive mode of approach was for the first time changed in 1900, and a mode wholly inoffensive was substituted for it, as is shown in the following extracts from the instructions to enumerators:

"INSTRUCTIONS.

"The object of this special schedule is to obtain the name, sex, age, and post-office address of all persons who are either blind or deaf (including those who are deaf and dumb).

"*After completing* the enumeration of all the members of a family on Schedule No. 1 (Form 7-224), you will ask whether

all the persons just enumerated have good sight and good hearing—that is, can see well and hear well. For all such persons no further inquiry need be made; but if you find that some member of the family cannot see well, you will then ask whether he or she can see well enough to read a book; and should it appear that the sight is so seriously impaired that it is impossible for the person to read a book, even with the aid of glasses, then you will note such person as 'Blind,' even though, as a matter of fact, he or she may have some slight power of sight.

"In the same way, if you find that some member of the family cannot hear well, you will then ask whether he or she can hear well enough to understand loud conversation; and should it appear that the hearing is so seriously impaired that the person cannot be made to understand what people say, even when they shout, you will note such person as 'Deaf,' even though, as a matter of fact, he or she may have some slight power of hearing. You will then ask further whether this deaf person can speak; and should it appear that the person cannot speak so as to be understood, you will note such persons as 'Deaf' and 'Dumb,' even though, as a matter of fact, he or she may have some slight power of speech.

"Only those dumb persons who are *deaf as well as dumb* are to be noted; so that if you should come across dumb persons *who are not deaf,* they should not be included, nor should the 'semi-blind' and those blind only in one eye be reported on this schedule."

(To be continued.)

HOW MR. WADE BECAME INTERESTED IN THE BLIND-DEAF.

VINA C. BADGER, CAMBRIDGE, MASS.

[The following paper, prepared at our request by Miss Vina C. Badger, late a special teacher in the Perkins Institution for the Blind, South Boston, gives an account of how Mr. Wm. Wade, the philanthropic friend of the deaf-blind, became first interested in and drawn to the class. It was our wish that Miss Badger should give a biographical sketch of Mr. Wade accompanying the account, but, seeking material, she was able to secure from Mr. Wade only a meagre statement of the principal events of his life, in its substance to the effect that he was born Nov. 29, 1837; he is a son of an officer in the War of 1812; is of a long-lived family, the sister next to his father dying after passing her hundredth birthday; he left school when 15 years of age; and he was a manufacturer until he retired at 65. He emphasizes the fact that he knew nothing of the blind-deaf *as a class*, and did not take any interest in the blind, the deaf, on the deaf-blind until he came to know Miss Donald.—EDITOR.]

Friends of the blind and of the deaf have frequently asked the question, "How did Mr. Wade come to take so much interest in blind-deaf pupils?" One morning during the meeting of the Convention of the Instructors of the Deaf at Buffalo, Mr. Wade himself answered this inquiry. He and a group of special teachers of the blind-deaf were sitting on the grass in the yard at St. Mary's Institute, and some one asked Mr. Wade how he happened to begin to make friends with all the people in the country who are without sight and hearing. He laughed and looked at Miss Dora Donald, the teacher of Linnie Haguewood. "Shall I tell them?" he asked. "No, no—he knew Helen Keller," she added hurriedly, and attempted to dissuade him from going into further particulars. He did not heed her entreaties, however, for after a minute he said: "I must tell *now;* otherwise they will be led to a mistaken idea." Then, to Miss Donald's great embarrassment, he told the story of the cause of his interest in the blind-deaf as a class.

Mr. Wade said he was interested in dogs, and at one time in studying the problems of scent. Later, he extended his investigations to the development of the sense of smell, and learned that people who are both sightless and deaf often develop this sense to a remarkable degree. He found out something of the ability of Julia Brace and of Helen Keller to distinguish people and things by this means. By chance he heard of another blind-deaf girl in the west, and in his eagerness to learn the acuteness of her sense of smell, he wrote to make inquiries. He thought it quite probable that whoever had the girl in charge would consider his questioning impertinent, and he hardly expected a reply. He was surprised when a most courteous letter from a Miss Donald, the teacher of this girl, Linnie Haguewood, reached him. The letter contained not only the information he wanted, but also a request from Miss Donald for any suggestions he might be able to make for the use of this well-developed sense as a factor in the pupil's education.

It was evident from this reply that the teacher was ready to seize every opportunity to help her charge. She made no appeal for money though she enclosed a printed slip giving an account of Linnie. At the end was given the name of the person to whom contributions toward her school expenses might be forwarded. Out of gratitude for the consideration given his letter, Mr. Wade sent some money to the person who was to receive all sums intended for Linnie's use. Miss Donald acknowledged the gift in a note of thanks expressing such genuine appreciation that Mr. Wade was impressed again with the teacher's interest in her pupil's welfare.

Out of respect for the sincere devotion to Linnie which he recognized in these two letters, he wrote again. A regular correspondence followed, and through the strength of Miss Donald's feeling for Linnie he himself became interested in the girl. He met them first at the Columbus Convention, and found in the teacher all the earnestness, sincerity, and tenderness for the pupil that he had attributed to her when reading her letters. From this time they have continued to write frequently, and though Miss Donald's work has kept her in the West and they have seldom seen each other, they have grown to be dear friends.

Mr. Wade realized before he had long been acquainted with Miss Donald that her love for Linnie gave her a deep sympathy with all who, like her pupil, are without sight and hearing. Again, this great-heartedness of his new friend urged him on to help not only Linnie, but other blind-deaf children as well. This, then, is the true story of the beginning of Mr. Wade's interest in the blind-deaf as a class.

Of the genuineness of this interest every special teacher can bear witness. Not only has each pupil had many added comforts and pleasures from Mr. Wade's bounty, but the teachers have from the same generous friend received long-desired books, means to carry out cherished plans, and unfailing courtesy and kindness. He is the willing helper of teachers new to the work, and of all who have long carried it on. He has given opportunity to many of these teachers to meet each other and talk over their problems, and he has collected more material relating to the blind-deaf than any other person in the world. Though it was Miss Donald's nobility that turned Mr. Wade's attention to this class, no one can fail to appreciate the fact that it is the chivalry in his nature that keeps his attention fixed.

Later in the day on which Mr. Wade told the facts relating to Miss Donald, she begged him as a personal favor never to repeat them again. Since then he has not explained the reason of his friendship for the blind-deaf, but the listeners are bound by no such obligation, and it is with pleasure that one of them renders justice to the warm-hearted, broad-minded woman who created Mr. Wade's interest in all people afflicted with both blindness and deafness. The special teachers who met her at Buffalo felt the unselfishness and tenderness of her nature, and found it easy to believe Mr. Wade when he said, "So, if the blind-deaf owe *me* anything, back of me they owe it all to Miss Dora Donald."

CONTEMPORARY THOUGHT.

THE NORWEGIAN AGRICULTURAL SCHOOL FOR THE DEAF.

At the meeting of the teachers of schools for abnormal children held in Stockholm in the summer of 1903, Mr. Eyvind Boyesen, the founder and director of the Norwegian Agricultural School for the Deaf, delivered a very interesting address showing how he had come to start such a school.

When, in 1893, he was appointed teacher (his first appointment) at the Christiania Institution for the Deaf, he at once took the deepest interest in his pupils, and, therefore, naturally occupied himself a good deal with the question as to what was to become of his pupils after they left the institution. It became clear to him that every young deaf person must find the place best suited to his abilities; and as he was well acquainted with some tradesmen in Christiania and other places, he got a number of his pupils apprenticed to various trades.

Before long, however, he came to the conviction that this was not the right way. One day he visited with his pupils a public garden in the suburbs of Christiania, as, in his eagerness to benefit them, he even sacrificed his leisure hours. The exercises in the school that day had been on the verb "to do"; and he now asked the pupils one after the other "What are you doing?" A little boy stood all by himself and dug in the ground with a spade. Mr. Boyesen went up to him and asked him the same question, when the boy, who had spectacles on and was a little slow of speech, answered: "I cultivate the ground!" Then Boyesen thought that cultivating the ground was the very occupation to which this boy was best adapted. He was a real little farmer boy, and Boyesen thought immediately: "Surely you shall not work in Christiania; you are best suited to the country where you came from"; and from that time he constantly occupied himself with the question, How are we to get work for the deaf in the country where most of them come from?—because for years the deaf just like the hearing boys, had gone to the large cities. This was quite natural; the example of many influenced them. But if only a good example could be set for the young deaf, it might draw them in another direction!

Boyesen at once took hold of the matter with his usual energy. He agitated the question among his colleagues, and soon gained both them and all the directors of schools for the deaf over to his views. Many other men of influence promised to further the scheme; and thus a good beginning was made.

The next question was to obtain a suitable farm where the young deaf could receive the necessary instruction in agriculture. But where was the money to come from?

Many of the friends of the cause made liberal contributions, and put their names to the circulars which were sent out. But the main portion of the money Boyesen had to raise himself. He, therefore, traveled all over the country, going from door to door and asking for contributions; and after two years he had collected the respectable sum of 30,000 kroner ($8,040).

Now Boyesen had the means of buying a farm in the neighborhood of Sandefjord, south of Christiania. It has about 50 acres of ground suitable for grain, and there is stock consisting of three horses and three cows. There are also 70 acres of forest land, of which, so far, no use has been made.

Mr. Boyesen's position is this: He retains his salary as teacher of the deaf, but otherwise the undertaking is entirely of a private nature; only there is a board of visitors consisting of three members, among them Rev. Conrad Svendsen, the minister of the deaf. There is a two years' course which ends with an examination. The school has now been in existence three years, and the first graduates left in the spring of 1905.

It soon became clear to Mr. Boyesen that it would be best not to begin with too large a number of pupils. He therefore accepted only 7 out of the 15 who had made application. There was also (1904-1906) a young Swedish student who devoted himself principally to the raising of poultry. Mr. Boyesen thinks that this, as well as bee culture, is of special importance for deaf farmers. Some people have the erroneous idea that the pupils are all young persons. This is by no means the case. The ages of the first set of graduates varied from 18 to 32. The second class, which will graduate next year, likewise numbers 7 pupils. The school has also opened a one-year's course for deaf girls, who are instructed in all domestic duties. After graduation the school uses its utmost endeavors to procure good places in the country both for the male and female pupils.

From the very beginning the pupils showed great interest in the work. During the summer half year they worked 9½ hours a day, and in turn took part in the work in the stable, the field, and the garden. They thus learn the use of all sorts of implements, and do it with great zeal. Some implements, though, like the harvester and the horse rake, cause some difficulty, as in the beginning the pupils do not know how to use them with the neces-

sary caution. In turn the pupils must also keep a diary of the work done.

During the winter half year theoretical instruction is given three times a day (3 to 6 p. m.). To assist him, Mr. Boyesen has a gardener, formerly a public school teacher, who has proved a great help. The pupils have 9 hours a week instruction in agriculture, care of domestic animals, and horticulture, Norwegian, arithmetic, and hygiene. The greatest stress is, of course, laid on the practical side; during instruction in Norwegian the pupils learn to draw up petitions, make out bills, receipts, etc.

When the weather does not permit out-of-door work, the pupils are also occupied in the workshop of the school, with repairing and manufacturing various articles, *e. g.*, rakes, wooden shoes, handles for axes, etc.; also with binding books, etc.

The location of the school is very favorable, as its products find a ready sale in Sandefjord. The inhabitants of that town have also shown their readiness at all times to further the interests of the school. Whenever there was a lack of working clothes, all Mr. Boyesen had to do was to insert an advertisement to that effect in one of the Sandefjord papers, and he got at once all he needed. One of the pupils was anxious to get a pair of snow shoes (ski). An advertisement was put in the paper; and the consequence was that the next day or two the door bell of the school rang incessantly; snow shoes came after snow shoes, so that the whole class got some.

Much interest has been taken in the school all over the country. If pupils can afford it, they pay 25 kroner ($6.70) a month for board and tuition, but most of them receive financial support from the authorities of their districts; and many of these authorities have also in other ways aided the school.

The school has, of course, also its weak sides. Visitors who have otherwise nothing but the highest praise for the institution are of opinion that it is arranged on too large a scale; and the financial question is, therefore, one of considerable difficulty. No matter how liberal the contributions from the general public, they are not sufficient to cover expenses in the long run. Money is needed all the time if an institution like this is to make progress. It had been hoped that the government would appropriate an annual sum; but so far this hope has not been realized.

But Mr. Boyesen is the very man to find ways and means. He has the cause at heart, and has the firm faith that the school has a future before it. He is therefore at the present time visiting America to collect money for his school among the well-to-do Norwegians in that country. It is to be hoped that he will return with a good round sum, so his school may not only be spared financial difficulties, but that also it may in time to come extend its beneficial influence to many more deaf in Norway.—[Smaablade for Dovstumme.]

SHOCKS TO THE BRAIN, MENTAL DISTURBANCES, DEAF-MUTENESS.

It is a fact well known to surgeons and alienists that mental disturbances or deafness often show themselves as immediate consequences of severe shocks to the brain; and such consequences often occur in connection with fractures of the bones of the skull. But it is evident that lighter shocks to the brain may be sustained, especially at a youthful age, in playing or otherwise, which naturally attract but little attention. When we consider that the substance of the brain, with its valves and cells of different kinds, and its exceedingly tender blood vessels, presents a most delicate structure, it will easily be understood that even light shocks may have serious consequences. Certain changes in the person are noticed; he possibly complains of headache and dizziness. But as these symptoms soon pass away, but little attention is paid to them.

Heilbronner, professor of psychiatry at the University of Utrecht, Holland, has shown in the "Münchener Medizinischen Wochenschrift" (Munich Medical Weekly) what may be the consequences of severe shocks to the brain. Above everything else, the faculty of observation suffers, *i. e.*, the faculty to retain and reproduce new impressions, as differing from the memory in a narrower sense, which must be considered as the sum total of the previously acquired knowledge. This causes frequently inexplicable contradiction in the character of one and the same person; and persons suffering from the consequences of some shock are often in an entirely unjustified manner accused of simulation. It also happens that impressions are retained in the beginning, but disappear again in an unnaturally short time, without leaving any trace behind them. A further symptom is this, that there is a lack of remembrance of time, whilst the remembrance of place does not seem to be so much disturbed. Mistaking persons for others is a frequent occurrence. A peculiar symptom are the so-called "confabulations," *i. e.*, the tendency to relate events which never took place, as if they had really occurred. It cannot always be decided whether the afflicted person thereby fills gaps in his recollections, or whether he unconsciously falsifies recollections which have some connection with former actual experiences. The recollections from former times have mostly been preserved intact. The general bearing of such persons does not show anything unusual; only a certain weakness in forming a judgment is sometimes apparent, which, however, may be improved or removed entirely.

Heilbronner's article is of special value, because persons afflicted in this way are generally turned over to surgeons, but

not to the psychiatrists, who, therefore, have no opportunity of observing them. But they also show how careful we should be in watching our children; for many idiotic or very backward children most assuredly owe their condition to early shocks of the brain caused by falls, whose consequences, however, were not properly noticed, and possibly were not very apparent in the beginning.—[Deutsche Taubstummen-Zeitung.]

THE EDUCATION OF TEACHERS OF THE DEAF.

Fundamental Principles.

I. The difficulties connected with the instruction and education of deaf children, caused by their defect, requires a scientific and practical training of the teachers of the deaf going far beyond the training which is the aim of teachers' seminaries.

II. The *scientific* education extends especially to the teachings of psychology in all its branches, of anatomy, the physiology of the brain and the organs of the senses, the physiology of voice and speech, the formation of sounds, and the defects of speech.

III. The *practical* education has for its special aim to learn in what regard and how far the laws and regulations of general pedagogics have to undergo a specialization and the subjects of instruction have to undergo an individualization.

IV. The teacher of the deaf must be acquainted with the best literature on the subject, and the principles of the leading specialists.

V. In view of these requirements, it appears advisable to establish two years' courses for the education of teachers of the deaf at the institutions for the deaf at Berlin, Munich, and Leipzig.

VI. At the end of the course the candidate has to undergo an examination, as the result of which, as to his ability as a teacher of the deaf, he will either receive or be denied a certificate entitling him to a place as teacher at some institution for the deaf, or as director of such an institution.

Plan of Organization.

1. Candidates receive their scientific education by attending the lectures on the physiology of speech delivered by some university professor. This professor should be present at the examination. As regards physiology, etc., a certificate that the candidate has attended the lectures will be sufficient.

2. The candidate is introduced to the practical education of the deaf, on the one hand, by lectures by the Director of the Insti-

tution on the special methods followed in the various branches of instruction, and on the other hand by practical exercises.

In this connection the candidate must write a composition giving at full length the motives for following certain methods. A discussion on this composition will follow, according to a fixed plan in conformity with the theory of each branch.

As a preparation the candidates are recommended to attend the instruction in the classes, and, if they desire it, to be allowed to take part in the instruction.

3. The lectures on history and literature of the education of the deaf are delivered by a teacher of the Institution specially qualified for that purpose.

The subjects are not treated in a dry, theoretical manner, but stress is to be laid on a critical review, sifting, and appreciation of the various subjects.

4. The candidates take turns in preparing essays on subjects relating to the methods and literature of the education of the deaf. These essays are then discussed at conferences of the candidates and teachers.

5. As the required scientific education presupposes a knowledge of foreign languages, the candidates will also be examined in several foreign languages.

6. Three months prior to the examination each candidate is given a theme on which he has to prepare a written essay; the character of this essay will decide whether or not the candidate is to be admitted to the examination.

There is no practical examination; a candidate who, during the course of a year, has not shown himself qualified for the position of teacher of the deaf, will be requested, if the majority of the faculty so decree, to abandon the study.

MOTIVES FOR THE FUNDAMENTAL PRINCIPLES (GIVEN ABOVE).

The first two principles are simply given for the sake of completeness.

The main point in the practical education is this, that teachers who have graduated from one of our teachers' seminaries, and who have taught for at least two years, should learn to know and appreciate the *peculiarities* of the education of the deaf. This requires in the first line an acquaintance with the innermost character of the deaf pupil, his changing development prior to and during the period of schooling, his mode of expression, etc.

A peculiarity of the instruction is in the first place *instruction in articulation*. This requires, above everything else, that which we for short will call a knowledge of the physiology of speech. This side of the instruction of the deaf is of such vast importance that the candidates should during the first half year familiarize themselves with the manner of instruction by daily

visits to the classes, and that, during the following period, they should constantly keep in closest touch with the progress of instruction in articulation.

The way in which deaf pupils are introduced to the elements of speech and their logical connection, differs so widely—as regards the building up of speech and the special terms—from that followed in the public schools, that necessarily the principles of instruction must be considerably modified. A knowledge of these modified principles is an essential condition for successful work with the deaf pupil.

Another peculiarity is the instruction in *conversational language* (free speech instruction). This important instruction, which has not yet been fully treated in a systematic manner, requires a most thorough study of speech, both of a general and special nature. And the success of this wearisome labor depends to a great extent on the more or less intimate knowledge of the physiology of the people and the pupils.

It is of the greatest importance that the candidates should thoroughly comprehend that the *lip-read* word is not in the least the equal of the *heard* word, as far as the understanding of its meaning is concerned, that in the *full sounding* word there is a superior speech-forming power, which optical signs, supported only by a faint sensation of the muscles, can never possess.

For this reason, instruction is to be aided by a far-reaching *exercise* (repetition). It is surely a master piece to build up a language in a clear and intelligible manner; but, nevertheless, it must be learned. The phrase *"to be acquainted with"* implies much, very much, labor and effort.

As regards the acquaintance with the literature of deaf-mute education, we hold somewhat different views from those generally entertained. It is a thankless task to study this literature in detail. This study should be followed along broad and critical lines; above everything else, it should not consist in the mere setting of tasks and reciting them. Even the new regulations for our public school teachers require that for their practical examination they should have thoroughly studied the works of some prominent pedagogical historian, in addition to a general history of the subject. On the other hand, we deem it extremely useful and practical, in the interest of forming a correct judgment, to write compositions on subjects relating to deaf-mute education. This is at the same time an excellent preparation for the examination.

In conclusion, I propose something entirely new: *The practical examination shall be dropped!* I can here almost see Mr. Vatter, who even wants *two* examinations, raise his hands in holy horror. Let him do so! The reading of his principles had the same effect on me. The practical examination is absolutely use-

less. In twenty, or possibly forty, minutes the candidate can at most show that he has thoroughly prepared himself for the examination. Moreover, he is not yet a master, nor are any of us masters, as far as that goes. All of us learn every day something new in the art of instructing a deaf child. But what is to be done if the candidate is not successful? He either gets "barely satisfactory" in his certificate, or he fails entirely to pass the examination. A far greater incentive for the candidate in his onward march is to know that by his interest in the instruction, his aptitude, his devotion to the cause, he—so to speak—lays the foundation of his own house. We must place confidence in our younger brethren in view of their having chosen so difficult a life-calling, after due deliberation and in full earnest. But closely connected therewith is the feeling of duty and responsibility. Where this feeling fills the heart of a teacher, there need be no fear of his practical adaptability.—[By H. Knauf. Translation from Blätter für Taubstummenbildung, Berlin, May 1, 1906.]

AN INSTITUTION FOR THE DEAF-BLIND.

The united associations for the treatment of abnormal persons, of all the provinces of Prussia, intend to establish an institution for the deaf-blind. According to the latest statistics obtainable (1900), there are in Prussia 215 persons who are both deaf and blind—114 male and 101 female. The age of 57 of them varies from 1 to 20 years. A number of these deaf-blind have been placed in hospitals, institutions for idiots, or insane asylums, although they were neither sick nor idiotic nor insane. As no one knows what to do with them, and as they neither move among people possessed of all their senses, nor can be received and instructed in institutions for the deaf or blind, they are placed either in hospitals, institutions for idiots, or insane asylums, where they are cared for as well as the circumstances will allow.—[Neue Zeitschrift für Taubstumme.]

BOOKS, PERIODICALS, AND REPORTS.

THE MECHANISM OF SPEECH. Lectures by Alexander Graham Bell, delivered before the American Association to Promote the Teaching of Speech to the Deaf, at its First Summer Meeting. Funk & Wagnalls Company, New York and London. 1906. Price $1.00 net.

These lectures, delivered at the First Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf, and originally published in the Report of that meeting, are now for the first time issued in convenient, compact volume form. The subject matter of the work is broadly indicated in its title, but more specifically in its chapter titles, which are as follows: The Thorax and Larynx; The Pharnyx and Mouth in their Relation to Speech; The Function of the Epiglottis and Soft Palate; Visible Speech as Taught to the Deaf; Consonants; Vowels, Glides, and Combinations; Speech Reading. Each of these topics, made the subject of at least one lecture, has clear, comprehensive, and thoroughly scientific treatment at the hands, it needs scarce be said, of a master of phonetics both as a science and an art, and the work as a whole, it is safe to say, will, in its present convenient form, be accepted and used generally as a standard text-book by students of phonetics and as a reference book by teachers of speech. Teachers of the deaf—for which class the lectures were originally prepared—will find the work especially helpful as an authoritative presentation of the theory and the mechanics of Visible Speech. And the publication is, for this reason, especially opportune, as it gives, at this time of revival of interest in Visible Speech and of growing appreciation of its value as a basis for Normal School training of teachers of articulation, a working text-book that will unify such training the country over and guide it along the lines that are held by authorities as most practical and successful for bringing teachers of articula-

tion to a quick and large mastery of the science upon which their art is founded.

In an Appendix is given a paper upon "Vowel Theories," which was read by Dr. Bell before the National Academy of Arts and Sciences in 1879. This paper admirably supplements the lectures, and in itself it constitutes a valuable feature of the work for advanced students of phonetics. F. W. B.

FIRST LESSONS IN ENGLISH FOR THE DEAF, No. 1—Revised Edition. Published by the American School for the Deaf, Hartford, Conn.

We believe a very large portion of the profession will welcome the publication of this revised edition of the No. 1 book of Miss Sweet's popular Language Lessons. The revision consists essentially in the presentation of the past tense form, instead of the present, as the first form to be taught to our deaf children. There have always been two opinions upon this point of the first tense form to be taught, and now there should be general satisfaction, for teachers of either opinion may have the book employing the exact form to fit their views. Dr. Job Williams, in his preface to the revised work, expresses himself as follows:

"This revised edition of First Lessons in English, No. 1 of the American School for the Deaf Series, is issued to meet the wishes of some who believe it better to teach the past tense of the verb before the present tense. I do not agree with them, believing it better to teach the root form of the verb first, but that is only one point, and that not the most important point in the plan of the first edition of the book. The most essential thing is the careful, systematic sentence building, so that from the first the deaf child shall be able to put what language he acquires into correct sentence forms, beginning with the simplest. This careful sentence building is preserved in this revised edition. Many of the new illustrations which add to the attractiveness of the book were drawn by Miss Clara L. Bell. The preface and notes of the first edition are left unchanged. The diagrams in the hands of a skillful teacher are very useful, but they are not an essential part of the method. The five-slate system goes equally well with it. In the hands of an unskillful teacher the use of diagrams may be run into the ground. *The unrevised and generally preferred edition will still be on the market.*"

It will be a matter of interest what Dr. Williams' testimony may be upon the "generally preferred edition" question two or

three years hence, or, better, ten years hence, when possibly but a single edition—the revised, or the unrevised—will be on the market. F. W. B.

THE AMERICAN ANNALS OF THE DEAF. Washington, D. C. September, 1906.

This number of the Annals presents the following table of contents: "The Legal Status of the Deaf," by Albert C. Gaw; "Instruction by Means of Pictures," by E. W. Walker; "The Process of Audition," by Alexander Graham Bell; "The Annals," by Amos G. Draper; "The Twelfth Census of the Deaf, 1900," by E. A. Fay; "The Meeting of the Association to Promote the Teaching of Speech," by Albert C. Gaw. This last is a full and most excellent report of the proceedings of the Seventh Summer Meeting of the Association, held at Edgewood Park, giving, with the rest, an extract from every paper read. The remainder of the contents is the usual notices of publications, school items, and miscellaneous.

THE TEACHER OF THE DEAF. Woodvale, Bixley, Kent, England. September, 1906.

Contents: "To our Readers"; "Subject of Braidwood Competition"; "A Simple Course of Woodwork," by Mrs. Sibley Haycock; "Possibilities of Deaf Children," by Miss M. S. Garrett; "London County Council, The Education of Deaf Children"; "Higher Education for the Deaf in America," by G. Ferreri; Miscellaneous.

EDITORIAL COMMENT.

THE SEVENTH SUMMER MEETING.

The Seventh Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf, held at the Edgewood Park, Pa., School for the Deaf, August 25-31, will go down in history as one of the pleasantest and most successful of all the meetings so far held; and this in spite of the postponement of the meeting, due to the appearance in the Edgewood Park School, just before the dates originally set for the meeting, June 27–July 3, of an epidemic of measles among the smaller children, making necessary their retention in the school buildings over the meeting period. It is probable that the attendance was materially reduced by the postponement, as many persons are known to have planned to attend who were absent, and but few came in their places because especially accommodated by the change.

It is not our purpose to give a detailed report of the proceedings of the meeting, inasmuch as it is proposed to devote a future number of the REVIEW—the forthcoming February number—to a complete report, with all lectures and papers given in full, but a general review of the prominent features of the meeting is in order.

The program should have first mention as the thing of central interest and importance, and we believe it was the consensus of opinion that it could only with difficulty have been improved upon. The literary program had been arranged, perfected, and published weeks before the meeting time, and it was carried out with scarcely a hitch or a change in the original material or order; and so well apportioned and timed were the parts of it, that the sessions quite generally held to their exactly appointed length. This naturally allowed all other arrangements to proceed smoothly and without change or interruption, thus to the general comfort and satisfaction of all. The attendance upon the sessions was regular and full, which fact was in itself a verdict as to the uniform excellence of the program.

As had been announced, the afternoons and evenings were reserved for the use of the Local Committee on Entertainment, and they were completely and well filled, principally by excursions personally conducted by officers of the Institution to places of interest in and about the city of Pittsburg. There is no doubt but that these excursions greatly enlarged the knowledge of Pittsburg on the part of visiting members, especially in the matter of its great industries, but scarcely less, too, in the matter of its beauties as viewed in its residence districts, public buildings, and extensive boulevards and parks. The evenings were given over to semi-literary, semi-social functions appreciated and enjoyed by all.

The practice school work presented was by three classes of the Edgewood Park School, showing primary, intermediate, and advanced work, and a class from the Jacksonville, Illinois, School, illustrating the system of arithmetic work pursued in that school. The large attendance upon the exercises with these classes, in the hands of their accustomed teachers and doing regular school work, attested at once both the interest evoked by them and the high degree of excellence exhibited in the work done. The arithmetic work of the Jacksonville class was especially interesting as presenting methods as unique in their matter and manner as they were seemingly adequate and effective of their ends. This work may well be put down as a feature of the meeting.

The practice that has obtained of late years at our professional gatherings of bringing in outside educators and specialists as lecturers and instructors was amply justified in the character and quality of the several non-professional addresses delivered. While our work is special in part, and always will be, much the larger part parallels and is identical with the educational work provided for normal children; hence the fitness and profitableness of such addresses as were presented at this meeting.

This Summer Meeting will undoubtedly hereafter stand out distinctly in the minds of most present at it as marking the beginning of a revival of interest in the subject of Visible Speech. Miss Yale's masterly series of lectures upon the subject certainly aroused an interest that was unmistakably manifest and that will no doubt be lasting. The large number of copies of the new work

on "The Mechanism of Speech" purchased by teachers present would go far to indicate the nature of the feeling and its depth. Visible Speech, in the principles underlying and permeating it, may well be called the higher mathematics of the science of phonetics; as well, then, in a College or Normal School course, dispense with the higher mathematics and other cultural and disciplinary studies for giving a liberal and practical education, as in a course of normal training for teachers of the deaf to dispense with the study of Visible Speech, with its intensively cultural and disciplinary values, for giving a complete professional training and equipment. With the enlargement of the normal training work at Northampton, and with Miss Yale in charge of it, Visible Speech is sure to be utilized to the full of its cultural and disciplinary powers, with the effect that, in the hands of the coming generation of teachers of the deaf, phonetics will be known and understood as a far more nearly exact science, and articulation teaching will be practiced as a higher and a far more effective art. The feeling upon the subject of the value of the system of Visible Speech and of the importance of a knowledge of it as a part of the equipment of the trained teacher was voiced in the following resolution, offered by Superintendent N. F. Walker, of the South Carolina Institution, and passed unanimously:

Resolved, That the training of the teachers of speech to the deaf should include a thorough knowledge and working command of Bell's Visible Speech symbols.

The presence of a goodly number of parents of deaf children at the meeting, all earnest in the cause of speech for the deaf, was an inspiration and encouragement to the workers in the ranks. When it is remembered that practically all the great movements in the work of the education of the deaf had their initiative in the hearts and at the hands of parents of deaf children, there is the larger welcome to them to participation in our Association work and the larger appreciation of the reinforcement they bring to every progressive movement instituted in behalf of deaf children and their broader and more efficient education.

President Crouter's address—given in full elsewhere in this number of the REVIEW—will, without doubt, be read with all the interest and approval with which it was listened to at the meet-

ing. With wide and varied experience, and the rare faculty of seeing every side of a question, Dr. Crouter is preëminently fair in all his deductions and in his statements concerning them, for which reason he is trusted and his words carry weight. The address furnishes abundant food for thought, and to many minds it will bring the various problems of our work to a closer and clearer view, and thus the nearer to their final and correct solution. We shall hope to take up some of the points made in the address for future editorial discussion.

Frequent expressions of approval of the action of the Association in securing an enlargement of the Northampton training class were heard, one superintendent urging in this connection that the profession should henceforth, in this and other ways, devote its efforts and study to the work of improving the *quality* of the speech-teaching done in our schools, ignoring the minor question of quantity, or allowing it, for the time being, to take care of itself. A Summer School too was urged as the necessary complement of the regular normal training system, it to be maintained to provide a shorter course of intensve training for the benefit more especially of experienced teachers desiring it.

The enforced absence from the meeting of Dr. Bell was much regretted by all. This is the first Summer Meeting that he has not attended, and the absence of his wise counsel and earnest, inspiring enthusiasm was therefore the more felt. But, as if to make up for this absence, the meeting was favored with the presence of Miss Harriet B. Rogers, whose history is so intimately linked with the beginnings of oral instruction and the earlier successes of that instruction in America. Miss Rogers, in a brief address made by her at the closing session, gave her strongest indorsement to Visible Speech, and emphasized the necessity of a knowledge of its principles by the teacher of speech.

Naturally there was a goodly addition to the active membership of the Association, those present, and not before active members, joining to secure the privileges of the meeting, together with the report of the proceedings when published. The main strength of the Association lies in its active membership, and it is one of the values of our Summer Meetings that they contribute so much to enlarge the active working membership, and thus the

Association's power, for the quicker and more effective accomplishment of the purposes for which it was founded.

Much interest was manifested in the work of Miss Lyon with her deaf-blind pupil, Leslie Oren, of the Ohio Institution. The work evidenced the marked advancement made by the boy during the year that has passed since the Morganton Convention, where many saw him for the first time. It is to be hoped that the resolution passed recommending that he be brought to all future meetings until the end of his school course, may have the effect desired.

An informal talk given to an impromptu gathering in the parlor one evening by Mr. Fred De Land, of Pittsburg, on the early stages in the development of the telephone, was greatly enjoyed by those who heard it. Mr. De Land is the author of the series of papers running in the REVIEW upon "The Real Romance of the Telephone; or, Why Deaf Children in America Need no Longer be Dumb," and his knowledge of his subject is most remarkable, in consideration of the facts that he has never come into contact with the inventor of the telephone and his knowledge of the work of the instruction of the deaf is purely that of a layman.

A lengthy and detailed description of the buildings of the Edgewood Park School would not suffice to do them justice, but it is enough to say here that they are most complete and admirably planned and equipped for all the purposes of a school. When we say that they met every requirement for the physical comfort of the members in attendance upon the meeting, the statement will carry its own meaning to the habitual attendant upon such gatherings.

The directors, officers, and teachers of the School have every reason to be proud of the success of this meeting, and they may rest assured that their efforts and labor, not only during the meeting, but for the many months preceding it, were appreciated by those whose good fortune it was to be for the week under their care as guests.

At the annual business meeting the following named directors were elected to serve for the term of three years: Dr. Alexander Graham Bell, Mrs. Gardiner G. Hubbard, Dr. A. L. E. Crouter, Miss Mary McCowen, and Mr. J. W. Blattner. A reso-

lution offered by Mr. Edmund Lyon upon the death of Alexander Melville Bell was adopted by a rising vote. Upon the suggestion of Mr. R. O. Johnson a committee was appointed to take up the matter of pensions for teachers of the deaf in connection with the Carnegie Foundation Fund. A resolution was passed indorsing Mrs. Mills' work for the deaf in China.

The complete roster of attendance showed 216 persons in attendance upon the meeting, representing 51 schools and institutions and 30 States.

In order that the Board of Directors might have the benefit of an expression by the members upon the question of their desires as to the place for holding the Summer Meeting three years hence, or in the summer of 1909, a vote was taken, the members recording themselves as follows: For Indianapolis, 9; Boston, 9; Northampton, 8; Mt. Airy, 7; Berkeley, 5; New York City, 3; Chicago, 2; Faribault, 2; Portland, Me., 2; Washington, 1; Trenton, 1; Ogden, 1; Colorado Springs, 1; Rochester, 1; Put-in-Bay, 1; in the West, 2; in the South, 1; in the East, 1; at some attractive summer resort, 3. The question of the place of meeting is an important one, and many other questions are involved in it, so that it will need, as it will receive, the most careful consideration at the hands of the Board. We may hope that the next meeting will be as well located, and in every way as successful, as this one just held. F. W. B.

SPECIAL REPORT UPON THE DEAF, BASED UPON THE RETURNS OF THE TWELFTH CENSUS.

Elsewhere in this number is presented the opening installment of what it is proposed shall be a reprint of the text, in its greater part, of the "Special Report upon the Deaf," recently issued by the United States Census Bureau, as based upon the returns of the Twelfth (1900) Census. With the text will be included the many illustrative diagrams and maps used; also most of the smaller tables. We feel that in this course we shall not only present to the readers of the REVIEW—who in much the larger number will not see the original Report—an interesting and instructive series of papers, and in a way, too, to give opportunity and time for their careful reading and study, but also save this Report, so far as may be, from the common fate of govern-

ment documents—virtual burial in statistical and scientific libraries, or actual burial in the waste paper receptacles of the country.

The Report is the fruits of the labor of Dr. Alexander Graham Bell, acting under appointment by the Director of the Census as "Expert Special Agent." It will, we feel sure, be universally agreed to by those knowing his qualifications that a better selection could not have been made of an officer to do this work, for Dr. Bell combines in himself the abilities—as Dr. E. A. Fay, himself a recognized expert in such matters, says, in an editorial review of the Report in the current number of the Annals—"of a man who is not only an expert in statistics, but is also thoroughly familiar with the special subject of the deaf." And it should be added that, having in the course of his scientific investigations made a special and extensive study of the organ of hearing, the fact makes him peculiarly an expert in the consideration of all the anatomical and physiological facts of deafness that such a Report as this necessarily involves. Using this expert knowledge, Dr. Bell has devised and incorporated in the Report an entirely new and thoroughly scientific classification of the causes of deafness. Discarding former methods of classification that had for their basis and type designations specific diseases, accidents, occupations, etc.—which, scientifically considered, are not causes of deafness at all—Dr. Bell adopts the principle "of classifying the assigned causes by their *effect upon the ear*, grouping together in one class all those diseases or proximate causes that produce the same effect upon the ear. Accordingly, causes of deafness are divided into three broad groups, as follows: *Affections of the external ear; affections of the middle ear; affections of the internal ear.* Each group is divided into subgroups, as follows: *External ear*—impacted cerumen (earwax), foreign bodies in ear, miscellaneous (external ear). *Middle ear*—suppurative affections (inflammation and abscess), non-suppurative (or catarrhal) affections, miscellaneous (middle ear). *Internal ear*—affections of labyrinth, affections of auditory nerve, affections of brain center for hearing, miscellaneous (internal ear)." Then, finally, under these subgroups are classified the assigned causes, or those recorded by the census enumerators and verified or corrected through correspondence. This classification will be accepted without doubt by scientists and physicians the world over, to be

employed by them, as we may believe, in its essential principle for all time.

Other classifications made relate to degrees of deafness, present age, period of life when deafness occurred, ability to speak and to read the lips, means of communication ordinarily employed, sex, race, nativity, school attendance, kind of school attended, marital condition, consanguinity of parents, the possession of deaf relatives, geographical distribution, and industrial occupations followed. These broad classes are again variously subgrouped and correlated, giving a system of tabulation that would seem to have anticipated about every demand for information that any one is likely to present. For instance, teachers of the deaf, wishing information as to the number of *totally deaf persons* in the country, or in any State, in the census year, who became deaf before reaching the age of ten, or those who became deaf before reaching the age of five, or before reaching the age of two, or who were born deaf, have tables given them from which the exact information desired in any case may be obtained. Again, if regarding one or other of these classes, the information desired bears upon some other question, as, for instance, the existence of the ability to speak, and whether well, imperfectly, or not at all, tables showing these several facts are also given. And so it goes. In truth, we venture to say there is no question of moment relating to any point included in the census inquiry that any reasonable person could ask, that has not been anticipated and, as far as was possible to do it, answered, in some one or another of the tables of the Report.

We are led to say this because of a criticism made of the Report by Dr. Fay in his review, in that it includes in its tabulations a large class of persons—51,861 in number, or more than half the entire number scheduled—who were *not totally deaf*, as they could hear loudly-shouted conversation, the point being made that the inclusion of these cases, not being contemplated or provided for by the law, was improper. Inasmuch as these 51,861 cases are tabulated, under every classification caption employed, *separately* and under their distinguishing head of "*partially deaf*," and inasmuch as the unobjected to 37,426 cases are likewise tabulated, under every classification caption employed, *separately* and under their distinguishing head of "*totally*

deaf," we confess to inability to see any material force in the criticism. In its last analysis the criticism is to the effect that the Report gives over much information—information received, but not asked for in the instructions[1] to the enumerators; or, interpreted finally, that it gives information that, being but remotely or not at all germane to their work, is of no value or utility to *teachers of the deaf.* While teachers of the deaf are undoubtedly the people most vitally interested in the deaf as a class, and consequently in this census relating to the class, they are not by any means all the people who are interested in deafness as a fact and a problem. Physicians and aurists, for instance, forming a very much larger class of workers in the population than do instructors of the deaf, are interested, and deeply, in deafness of every kind and degree, and especially interested, as it may be conceived, in the great class of the *partially deaf* as coming more intimately and more frequently under their professional purview and care. Dr. Bell, as a scientific man, and the staff of consulting physicians who were advisory to everything done, must have had the interests and needs of medical science and practice in view in making their final decision in favor of the preservation and utilization, in the tabulations of the Report, of the data in question. And it may be that the error of the enumerators in the field will, after all, prove wisdom in one of its disguises, and pave the way for an easy and desirable broadening of future census inquiries to *include definitely* the partially deaf as such, by *requiring*—proceeding thus, as it were, on the line of least resistance—the enumerators to do what it is proven *they are inclined to do anyway.* If the medical profession should ask for this broadening in their own interests, as the profession of instructors of the deaf asked for the narrower inquiry of the last census in theirs, it would undoubtedly be granted them by Congress as an easy, inexpensive, and altogether wise thing to do.

We cannot close without calling attention of those having access to the complete Report to the system of classification and correlation of data that the voluminous "General Tables" present. The system is thoroughly scientific in that it is at once comprehensive, exhaustive, and simple; and it may be conceived that it will be the model which in all material respects future censuses

[1] See extract from the instructions to the enumerators, pages 369-370.

will follow, making thus the summations in the present census directly available for purposes of comparison that they will be made to serve for all time to come.

The most cursory glance over the Report cannot but give the impression that the labor involved in its preparation was enormous, and, as a matter of fact, as we happen to know, it occupied the time and thought of the Expert Special Agent almost continuously for six years. Moreover—and history should know of it, and record it of the man as so entirely characteristic of him—the work in all its tediousness and its exacting care was wholly and purely a labor of love, and, more than this, one involving no inconsiderable private expenditure. Much the more, then, is the nation, is the whole world, indeed—for it is a document of world-wide interest and value—indebted to him for the fruits of that labor in this Special Census Report. F. W. B.

THE HEADQUARTERS OF THE ASSOCIATION REMOVED TO WASHINGTON.

The presentation to the Association, by Dr. Alexander Graham Bell, of the late residence in Washington of his father, Prof. Alexander Melville Bell, has made possible the placing of the administrative office of the Association under its own roof. The building, as may be seen in the illustration, is an imposing structure of three stories in height, and of the plain but substantial style of architecture that prevailed fifty years ago. Put in a complete state of repair by Dr. Bell before it was made over to the Association, it is now occupied by the General Secretary as a residence for his family, certain rooms being reserved for Association uses. Necessarily the removal of the General Secretary to Washington involved the removal of the publication office of the REVIEW to Washington also, so, as will be noticed, this number of the magazine has a Washington, instead of the former Mt. Airy, Philadelphia, imprint upon it. The removal from Mt. Airy means much to the writer and to his family in the severance that it has entailed of the many strong ties of friendship and association formed during our years of residence there, and we feel it no small part of the loss that the privileges of intimate contact with and observation and study of the operations of the great school at Mt. Airy, are to be no longer ours. However, we may hope

that the losses we regret are only personal ones, and that the Association will not lose, or its work suffer, but rather that there will be gains, and many of them, by this removal of the headquarters to the nation's capital. An added regret, and one that will be shared by our readers, is that the removal from Mt. Airy loses to the REVIEW the valuable services of Mr. S. G. Davidson as associate editor. But this change need not, and we are assured will not, lose us wholly the services of Mr. Davidson as a writer, and we shall expect in the years to come many contributions to the REVIEW pages from his forceful, trenchant pen.

We would say in conclusion that the Association headquarters belongs to the Association in the fullest sense of the word, and it is especially desired that the membership should have such a real feeling of ownership in the place that, when they happen in Washington, they shall make the Association headquarters their own, being assured always of a most cordial welcome to its hospitalities. F. W. B.

NEW PRINCIPALS.

An unusually large number of changes at the beginning of the new school year in the heads of schools for the deaf are to be noted: Mr. Edward P. Clarke, a teacher in the Washington Heights School, New York City, takes the place of Mr. Edward B. Nelson as principal of the Rome, N. Y., School. An entire change in the official and teaching staff of this school was made in the summer. Mr. W. O. Connor, Jr., a teacher in the Council Bluffs, Iowa, School, succeeds Mr. Lars M. Larsen as superintendent of the Santa Fé, New Mexico, School. Mr. Connor is the son of Mr. W. O. Connor, superintendent of the Georgia School. Mr. Lawrence E. Milligan, a teacher in the Colorado Springs School for the Deaf and the Blind, replaces Mr. Thos. S. McAloney as superintendent of the Boulder, Montana, School for the Deaf and the Blind. Mr. McAloney resigned to accept the appointment to the superintendency of the Western Pennsylvania School for the Blind. Mr. H. C. Beamer retiring as contractor and superintendent in charge of the Guthrie, Oklahoma, School, Mr. and Mrs. Dunham have been placed in control, the latter to have direction of the educational work. Mrs. Dunham has had large experience in schools for the deaf, and during several years has been acting principal of this school. Other changes, already mentioned in a previous issue, bring Mr. E. G. Hurd, Mr. A. H. Walker, Mr. Lyman Stead, and Mr. James Watson respectively to the principalship of the Rhode Island, Florida, Baltimore, and Idaho Schools.

It is worth noting that in every case of change in the superintendency of a school for the deaf during the past year a man experienced in school work has received the appointment. This is an encouraging fact, and a significant one, indicating, as we interpret it, the growth of a healthy public sentiment regarding the education of the deaf, and the need for the highest order of professional training and skill in every position in our schools charged with such education.

In this connection a number of appointments to positions of "teachers in charge" in various schools should be noted: Mr. T. V. Archer, formerly of the Indiana School, takes the principalship of the educational department of the North Carolina School at Morganton, with Miss Eugenia T. Welsh in charge of the oral department. Mr. Harris Taylor, of the Mt. Airy, Philadelphia, School, takes charge of the educational work of the Kentucky School. Miss Nettie McDaniel, formerly of the Morganton, N. C., School, has been appointed directing teacher in charge of the oral classes of the Virginia School. Miss Alma L. Chapin, of the Colorado School, has been placed in charge of the articulation department of the Ohio School, taking the position made vacant by the death of Mrs. L. O. Mansur.

THE SUMMER SCHOOL.

In response to questions that have been asked relative to a summer school for the coming summer of 1907, we would say: No action has as yet been taken upon the matter by the Board, and none will be taken until the regular annual meeting of the Directors in December. However, for the encouragement of those desiring the summer school, we would say the sentiment among the members of the Board is decidedly favorable to the project, and we feel assured that a session of the school will be held, provided the desired arrangements can be made with the Northampton School authorities for holding it at that school.

F. W. B.

OBITUARY.

Olga M. Gebhart, a teacher during the past year in the Talladega, Alabama, School, died July 1. Miss Gebhart was trained at the Milwaukee School, and taught successively in a Wisconsin Day School, the Wright Oral School in New York City, in the Colorado Springs School, and finally at Talladega.

Ellen J. Israel died suddenly, August 25, in Brighton, Iowa. Miss Israel had been a teacher of the deaf forty-one years, the first fourteen years at the Iowa School, and the remaining twenty-seven at the Kansas School.

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Title Page

THE ASSOCIATION REVIEW

PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF

FRANK W. BOOTH, EDITOR

December, 1906

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DECEMBER, 1906.

THE AMERICAN INSTITUTIONS FOR THE EDUCATION OF THE DEAF.[1]

G. FERRERI, ROME, ITALY.

CHAPTER XI.

PUBLIC EXAMINATIONS.

Yes, even in the new world, we find this delight of the old.

Notorious as I am for my opposition to this form of advertisement and propagandism, I do not need to explain particularly the reasons of my opinion. I will limit myself to demonstrating that the public examinations have the same defects in America which they always have had in Europe. In the new world also, they are a deception, because in exaggerating the good results of our schools, they give a false idea of our pedagogic and didactic work.

But let us be careful to make ourselves understood on both sides of the Atlantic. When I say deception, I do not mean to attribute to the advocates of this old, academical form of advertising public and private charity, personal qualities which are else than honest. Public examinations are always and everywhere a deception, because the defect is inherent to the thing, and this defect is so objective that often, indeed one might say always, their first victims are their own advocates themselves. Of this I am more than persuaded from personal experience. I have known Tarra and Pendola, for whom every praise would be inferior to their merits as apostles and educators. Nevertheless, they were the greatest fanatics, if I may

[1] Translated from the Italian for THE ASSOCIATION REVIEW by the author. Begun in the June, 1904, number.

be permitted the expression, for public examinations. And it may be that neither the one nor the other was aware that these public shows to which they exposed their pupils, and in which they certainly found great satisfaction, were nothing else than solemn occasions for throwing dust in the eyes of the enthusiastic spectators.

Pendola, for example, was so convinced of the omnipotence of the mimic, that in the public exhibitions it often happened that he would forget that his pupils were really and truly deaf-mutes, and he would atribute to them extraordinary intellectual gifts, but afterwards when the smoke of applause had passed, he called them, without noticing his own contradiction, idiots and imbeciles.

Tarra, instead, was so convinced of the worth of the Oral method and of its efficiency in the ethic and psychic development of the Deaf, that he had no doubt as to its full application in every case and in the most scrupulous pureness of method. Yet, however, in the public examinations he would put in motion his hands, eyes, and mouth quite otherwise from what he did in the school exercises.

It happens, I think, to the cultivators of every art to be seized by such an auto-suggestion. But I believe I am not mistaken in saying that the teachers of the Deaf, who have to do daily and hourly with individuals more easily suggestionable than normal persons, develop in themselves also this power of suggestion in a particular manner. Of this I am convinced by many and varied experiences, confirmed by observations made in America, of which I will give a brief account here.

During my sojourn in the United States I have been present at three public examinations. One of them, and the most spectacular, was for a charitable object. It takes place annually in a theatre of central Boston, at the close of the school year of the Institute for the Blind, an institute which already has a patrimony of more than two millions of dollars. Public exhibitions of the Blind may make an exception, as we know, as to the didactic side, because the sight alone of them is sufficient to touch and move the hearts of the good, the rich, and the generous. There is also the happy circumstance that their

musical exhibitions give intellectual enjoyment to the audience. For this reason they ought to be quite outside of my subject which is, one might say, the negation of music or poetry. However, the Institute for the Blind in Boston receives also deaf-mutes afflicted with blindness. My presence at this public exhibition had for its only object to see the proof of the powers of a blind deaf-mute boy, said to be extraordinarily intelligent. As to the blind and deaf girls, I had already seen them in the schools, and will speak of them in another chapter.

The blind deaf-mute, Thos. Stringer, is a youth of sixteen years. He has not yet been taught articulate speech, which is, in my opinion, a serious mistake after the experiences made and the results obtained by Helen Keller. He was, therefore, obliged to entertain the large audience, or rather the spectators, with the mimic demonstration of this theme: "The air is one of the greatest forces of nature; its influence on man and its laws." Certainly, of all the illustrative mimic no one understood any thing. And, as if in proof of this, every once in a while, to interrupt the silence, a teacher came forward to give the necessary explanations, and in this way one succeeded in understanding somewhat of what the poor blind deaf-mute had supposed, or had been led to suppose, that he demonstrated with his gestures.

As I usually do on such occasions, I was not only occupied with seeing, but I also listened with both my ears to catch the observations of the public about me. Among other amusing and wise remarks, which one hears said with admirable indifference in a public audience, I heard a lady near me declare that this poor deaf-mute had also taken part in the execution of an orchestral piece in the program. I only refer to this as it is typical. An exhibition of the Blind had given this lady an optical illusion.

The second of the three exhibitions already referred to, had for its object the diffusion of the idea that when little deaf children are instructed, without any method whatever, to speak in their earliest years, special schools for their instruction are no longer necessary. Hence, first Kindergartens, and afterwards the public schools for the Deaf as for the Hearing. As

you see, this treats of an object of the greatest importance for our Pedagogy. If not, as it seemed to me, they exchange a thesis for simple hypothesis.

The place of meeting was more modest this time, being in the auditorium of a church in Washington. A congress of mothers held meetings there several times a day, and they willingly agreed to dedicate one meeting to the public exhibition of deaf children, conducted there and presented by Miss Garrett of Philadelphia. The brief speech of the worthy Principal was upon the following points: "The teaching of speech to the Deaf ought to be the most natural thing in the world. Mothers who have the misfortune of having a deaf child should speak to it in the same way which they would to a hearing child. Thus the Deaf will learn to speak and will be admitted to the public schools of the hearing. Their admission to a special school or institute is the ruin of their future and an injury to their powers."

Passing then to practice, Miss Garrett presented some pupils from her Kindergarten school and two or three larger pupils who had been admitted to the public schools. The Oral examination was such as might have been expected—that is, it seemed to me like those I have heard in Italy, although I had taken every precaution not to be prejudiced in my investigations. Instead of taking a place near the platform with the invited guests, I wandered about among the audience, and every time that a child was presented to reply to the usual questions, I would ask some one near me: *What did it say?* or: *Did you understand what it said?* I always happened on persons who could not understand; it seemed like a fatality. The audience, however, even not understanding, were moved to laughter, as usual, by the thoughtless replies of the little ones, which replies were repeated two, three, four, and more times by their teacher. I could not help remembering certain colleagues I know, who in public examinations translate the answers of the little exhibits with such satisfaction as to give to themselves and others the illusion that the speech of the deaf-mutes was clear enough to be understood at once by any one.

When the exhibition was finished a collection was made, and

a sufficient sum was raised to pay the expenses of the journey of the teacher and those little innocents.

It may be that some persons were persuaded of the value of the cause; and perhaps some one may have become a patron and friend of the little deaf children; but the exhibition was really, like others of its kind, a very unfortunate affair, and confirmed me in the opinion I have professed for years, and which for those who care to know it I will condense in the following points:

1. That the Oral method is the one most adapted for the education of the Deaf and for their social restoration.

2. That, however, the merits of this method, resulting more from its intrinsic worth than from its exterior and æsthetic effects, can never be judged of correctly by an audience infatuated with the novelty of the phenomena and eager for excitement.

3. That the object of the modern school for the Deaf should be to render the pupils better able to speak and to understand language. But that such a preparation cannot succeed in meeting the demands of a large audience, or the material environment of a public exhibition.

Every exaggeration of the results of the school and exceeding the modest limits possible for the Oral method redounds to its detriment and to the discredit of its intrinsic worth, for it is well to remember that the failure of effect in a public exhibition leaves an unfortunate impression in cultured minds. I have met persons even in the United States, who were extraneous to our affairs, who, having attended a public exhibition of deaf pupils, had concluded that it would be better to continue to teach them the mimic "because they cannot be understood any way," and their difficult speech leaves a disagreeable impression in the ears and mind. It is the same experience I have had many times in Italy. I shall always remember the concise judgment spoken by the city Mayor to Pendola, after a public and very theatrical exhibition: "If we except those two" (and these were two deaf-speaking adults, well instructed because in most favorable conditions) "the others cannot be understood." Pendola was more than persuaded of this, so much so, indeed, that when the exhibition

was finished he relieved himself by reproaching the teacher who had worked "with the sweat of his brow" at preparing the pupils. After the exhibitions of the Mimic, which had earned him the title the new Prometheus from an illustrious scientist, Dr. Puccinotti,[1] Pendola could never be convinced that one could obtain with the Oral method the same miracles done by the Mimic. However, he could not decide to renounce those public exhibitions, which had brought him so much satisfaction in the most glorious years of his career.

But to return to America, I must not forget to speak of another public exhibition which had, I think, for its sole object the propagandism of the teaching of speech.

It was a class, or rather a specimen of various classes of deaf children, conducted by Miss McCowen of Chicago, to the National Educational Association meeting at Minneapolis. I will omit speaking of the various phases of that exhibition, as I have already described it elsewhere and I must limit myself to speaking of the part which, in my opinion, enters into the phenomena of mystification.

The children of the Chicago school were not only exhibited to give proof of their ability in speech (and in this there was no harm done) but also in choral singing and dancing.

One must remark, first of all, that the sacred hymns, as also the popular songs, are of an Anglo-American musical style composed of notes rather than of melody. It is music based upon a monotonous rythm; in short, they are not songs, as we understand singing. The facility of the execution is owing principally to the mathematical element of the rythm. This

[1] As we are speaking here of public exhibitions, it will not seem out of place to copy a letter on this subject from Dr. Puccinotti. The letter is addressed to his brother Antonio from Siena, and dated August 18, 1834. Among other things the Doctor wrote: "This morning we were at a representation of the *Sacrifice of Isaac*, given by the deaf mutes in the theatre of their Institute, directed by Father Pendola. I knew that Assarotti of Genova had made the same experiment several times, but I had never witnessed it. There is no pantomime more animated than that of deaf-mutes. What is surprising is to see them move perfectly in time to music, and yet they are deaf! Their leader, who was the same Father Pendola, held in one hand the score and with the other hand beat the time, indicating the *forte* and *piano*, and guided most wonderfully all the scenes of the drama. The music was the beautiful composition of Ceracchini. Father Pendola has become my friend. Perhaps he was pleased with a compliment I paid him in calling him 'the Prometheus' of those unfortunate creatures." See "Lettere Scientifiche e famigliari," by F. Puccinotti, Florence, 1877, page 83.

being understood, a long discussion of the subject is not necessary; it is enough to remember that the deaf-mute is capable of following and of executing himself a succession of rythmic movements, whether with the voice, arms, or legs. One might say that on this talent of his is founded the precision and skill which he acquires in gymnastic exercises. Now when these movements are accompanied by sound, the illusion is an easy one, and it seems to the public that the deaf-mute moves himself, dances, and sings from musical impulse.

At Minneapolis, the pupils of Miss McCowen's school presented just this illusion, and the public received the impression that the deaf children were neither more nor less able to dance and sing than hearing children. The truth, however, is this: In singing, or rather in rythmic recitation, the ugly discordant voices of the deaf-mutes were covered by those of their teachers and by the sound of the piano. Songs and dances were indeed performed by eight children accompanied and sustained by three teachers. Even without taking into account the quality of the music, the illusion was too easy under such circumstances; and, as the exhibition was repeated several times, I was able to examine carefully the true facts of the case. The little harmony which one heard in the song was given by the musical instruments and by the voices of the teachers. That of the pupils constituted, one might say, the part of the accompaniment, not so entirely, however, but what at every pause, or at some ritard in recommencing by the teacher, one discovered in those poor voices the absolute negation of harmony and melody. Notwithstanding this, the poor children sang, and I was confirmed again in my opinion that public exhibitions are nonsense. In fact, they expose the poor deaf children to making a show of the very gifts and talents in which they are especially deficient, and thus do them an injury and deceive the general public.

In the dance, the effect was even more funny, because being easier for the pupils it was still more suggestive for the audience, who have always overestimated the real merits of the general gymnastic exercises of the Deaf. The little squadron of Chicago deaf-mutes performed a short dance in couples, alternated by rythmic steps, simple and composed, all done

with accompaniment of the piano. The children, turn by turn, selected a teacher as companion in the dance. It is unnecessary to add that as in the song it was the voices of the teachers which guided the whole, so in the dance the arms of the teachers led the Deaf in the dance. The deaf pupils did nothing else but follow the movement, although the illusion was given that they regulated their steps by counting at the first start one, two, three, etc. One of the couples was always two deaf-mutes, a boy and girl; I preferred to watch their movements and I saw how that, lacking the support and guidance of a hearing person, this couple directed their dance with their eyes fixed on the feet of the others. This the public naturally did not observe and so received the illusion that the children danced under the direct influence and stimulus of the music.

I will not discuss here, reserving it for another occasion, whether and how much such exercises develop and modify the latent powers of speech and of hearing in some of the Deaf. Certainly the plurality of the stimulus and of the images, together with the exercise of the power of association must influence in developing the deaf-mute, both from the physiological and psychic side. But these are problems which may occupy the study and observation of the educator in the silence and calm of scholastic work. The results of such a study, however, can never be such as to allow the Deaf to give public exhibitions of music and dancing. Every time, therefore, that they do this, they commit a serious mistake, in my opinion, which in time may compromise our seriousness, and, what is worse, will redound to the discredit of a method whose perfection and worth must be manifested in the modest limits of the family life and of social intercourse, for what concerns the practice of an art or trade. All that has the character of a public show, and the object of seeking applause, injures most certainly the free, progressive development of our pedagogical work, and besides, may mislead public opinion on the comparative estimation of methods.

I am glad, however, to be able to note here that the mistake made in the public exhibitions in connection with the meetings

of the Special Education Section of the National Educational Association was fortunately arrested in its beginning.

The idea of the object of this Section has become more clearly delineated. Having for its object to place the school of abnormal children in close contact with the public-schools, it is a wise and commendable provision that of excluding from now on all communications, theses, and exhibitions of a special, technical nature. The meeting of the educators of abnormal pedagogy with the teachers of the public schools will cause the latter to recognize particular cases of the necessary selection of pupils more or less defective from those which are normal physically and mentally. It must teach them the possibility of overcoming, by means of special pedagogical and didactic treatment, those obstacles which seem to be insurmountable in the public schools. It must generalize the idea and the knowledge of special teaching of those schools which have for their principal object the correction, treatment, and adaptation of the organic and functional defects of abnormal children. Hence the necessity of bringing to these meetings, not the exhibition of practical processes of special teaching, but only the research of special cases of psychic-physiologic alteration in children. By this is formally excluded, it seems to me, the proposition which I have indicated, of uniting the meeting of the National Association of teachers with the Congress of the teachers of the Deaf.

In this way, one opportunity of holding public exhibitions of the Deaf will be eliminated, and I trust the wisdom and experience of our American colleagues to soon eliminate also the others. It would be an advantage to our Pedagogy and a victory of good sense over the innocent appearances of what is in fact a grave deception.

(*To be continued.*)

THE REAL ROMANCE OF THE TELEPHONE, OR WHY DEAF CHILDREN IN AMERICA NEED NO LONGER BE DUMB.[1]

By Fred De Land.

CHAPTER XIV.

"More than to Any Other One Man."

Until the close of his very busy life the welfare of the Clarke School was carefully guarded by Mr. Hubbard, and during the first ten years of its existence he served as its president. In 1877, came the pressure of the vast interests involved in the introduction and early development of that marvel of all inventions, the electric-speaking telephone, which prevented him from devoting to the interests of the Clarke School the time that he felt was justly needed. Therefore he resigned the presidency, but he remained an invaluable advisor and director until life ended.

When he passed away at his country home, Twin Oaks, near Washington, on Saturday, December 11, 1897, thirty-five years after his first efforts to establish the oral movement in Massachusetts, it was recorded that to Gardiner Greene Hubbard, "*more than to any other one man,*" do deaf children in America owe the priceless educational opportunities now freely open to all. The living, ever-expanding oral movement in America owes its inception and early development to his intelligent, persistent, personal efforts and his generous contributions of time and money. Thus it seems fitting that a brief biography of so eminent a national benefactor should here be presented.

Gardiner Greene Hubbard was born in Boston, on August 25, 1822. "His father, Samuel, an alumnus of Yale and a doctor of laws from Yale, Dartmouth, and Harvard, was an accomplished lawyer, and during his last years a member of the Supreme Court of Massachusetts. His grandfather, William, was a successful merchant. Back of this the family is English, its first respresent-

[1] Commenced in the October, 1905, number.

ative in America being William Hubbard, a graduate of Harvard in 1642, pastor for thirty-eight years at Ipswich, Massachusetts, and historian of New England. His mother, Mary, was the daughter of Gardiner Greene, of Boston, one of the most prosperous and eminent men of his day."

Though never robust in health, Mr. Hubbard was an earnest student, and graduated at Dartmouth at the age of nineteen, then entered the Harvard law school at Cambridge, was admitted to the bar December 4, 1843, at twenty-one years of age; entered the office of Charles P. and Benjamin R. Curtis, leading lawyers of Boston, and successfully practiced his profession for years, being retained in a number of notable cases. Both Dartmouth College and Columbian University gave him a doctorate of laws.

On October 21, 1846, Mr. Hubbard and Miss Gertrude Mercer McCurdy, a daughter of Robert Henry McCurdy, of New York City, were united in marriage. Mr. McCurdy was the head of a leading dry-goods commission house from 1828 to 1857; was one of the founders and a trustee of the Mutual Life Insurance Company, trustee of the Continental Insurance Company; director of the Merchants Exchange Bank, and of the American Exchange National Bank; a member of the Chamber of Commerce, a member and a founder of the Union League Club; and he always took pride in having organized the Union Defense Committee at the outbreak of the war.

In 1855, Mr. Hubbard built the first street railroad constructed in this country outside of New York city, and thus connected Cambridge with Boston, the first car running from Charles street to Cambridge-port on March 26, 1856. In 1853, the Cambridge Railroad Company was incorporated by Mr. Hubbard and two associates, and the first locations in Boston were obtained on Cambridge, Chambers and Green streets on December 4, 1854. Cambridge was then, as now, the largest of Boston's suburbs, and an antiquated stage-coach was the only public conveyance between the two cities. While a coach was scheduled to leave each terminal every half-hour, during the business hours of the day, the service was uncertain and irregular, for the coaches would often founder in the muddy streets and the jolting the passengers had to endure was never forgotten. Thus the patronage was an uncertain quantity. Notwithstanding this

wretched service Mr. Hubbard's street car line encountered great opposition outside of Boston, because there was "not sufficient patronage to support the stage line, and the investments will be wasted." Owing to the many mud holes in Cambridgeport, it was necessary to build anew the streets over which the line passed in order to secure a suitable roadbed, yet the residents repeatedly tore up the tracks at night. Six years after this horse railroad went into operation, a joint special committee of the common council were compelled by the facts to report that "we have a corporation alike creditable to our city for its system of efficiency as well as the standing and character of those employed on the cars, and the good quality and condition of the equipment."

Mainly through Mr. Hubbard's energy and resources, Cambridge was supplied with illuminating gas and with pure water several years before any other city in the vicinity of Boston enjoyed the use of either. In 1853, the Cambridge Gas company was organized and the streets were lighted with gas before the end of that year. Then, in July, 1855, the Cambridge Water works, of which Mr. Hubbard was president, began the construction of its plant and expended $196,480 during the next twelve months.

In the summer of 1860, the general impression among many in the North as well as in the South, was that war with all its attendant evils would be the inevitable price of slavery. Yet there were a few men in the North who were willing to risk even life itself to avert so terrible a calamity as a civil war. On July 24, 1860, Mr. Hubbard and Dr. Edward Norris Kirk left Boston for an extended journey through the South with the avowed intention of devoting "as much time as possible among slaveholders" in the hope that they might "bring to their attention considerations which in their circumstances they easily forget." Through certain southern states these two comrades traveled on horseback or in carriage during the exciting campaign which resulted in the election of Abraham Lincoln, a campaign in which partisanship ran riot. Yet, Dr. Kirk wrote: "Every one talks with us candidly and kindly on the terrible theme," and "we never have had a journey on which we have made so many friends." Think how charming a personality these men must have possessed, and how intelligently they must have handled the mo-

mentous subject, to have been so cordially welcome during that disturbed period.

During the years 1867-1876 Mr. Hubbard devoted much time to suggesting improvements in the telegraph service and strongly advocating governmental ownership. His reasons why the public would be better served if all telegraph lines were under governmental control and competing lines did not cause disturbing influences, are interesting, practical, and logical. In 1868, at the request of the Postmaster General, he furnished much data concerning postal-telegraph systems in foreign countries, and drew comparisons with conditions then existing in this country. On January 1, 1869, by request of Mr. Randall, he supplemented his first report by additional statistics of much value. Mr. Hubbard held that as the Western Union and other companies published no statement showing "the number of messages transmitted, no accurate statistics of their business can be given." He held that "there is no uniformity in the rates. They are often less to a distant station than to an intermediate one on the same line.... In other countries the rates are reduced with the growth of business and never raised. In this country they are reduced by competition, followed by consolidation of the competing companies, and subsequent increase of rates, without regard to the growth of the business."

Referring to the many competing telegraph lines established during that period, Mr. Hubbard said: "Competition is the peculiar feature of the American system. This requires the construction of as many lines between the principal cities of the country as there are competing companies .... while the whole business might be transmitted on the lines of the largest company if their lines were properly constructed and kept in good repair. This increases the interest and dividend account .... The great competition which followed caused low rates; but messages between distant points having to pass over several lines, with an equal number of repetitions, were liable to many errors and great delays, and were frequently lost. As a natural consequence the business was transacted with little profit or satisfaction either to the public or the stockholders. Most of the companies failed, and were abandoned or sold for their debts, and consolidated with the few paying lines."

In his letter transmitting this report to the House, Postmaster General Randall gratefully acknowledged "the obligations I am under to Mr. Hubbard for his valuable aid in collecting information, and his assistance in preparing this special report."

On November 25, 1869, Mr. Hubbard addressed the Board of Trade and Commercial Exchange, of Philadelphia, on his favorite subject of "The Postal Telegraph," strongly advocating the purchase of all telegraph lines by the government, and holding that to be "the only means by which the telegraph can be made the ordinary method of communication." During his address Mr. Hubbard illustrated the manner in which destructive competition in public-service functions works to the ultimate disadvantage of the public, and said: "Capital, operating expenses, repairs and maintenance, are greatly increased by competition. The opposition companies do a much larger business in proportion to length of wire than the Western Union Telegraph company, but their average rates are much less, and expenses much higher. An opposition company has great power to injure another company without any benefit or much loss to itself. The inevitable result of competition has been and will be the failure of the weaker company and its consolidation with the stronger; or an agreement for a division of the business; in either case the public is compelled to pay tribute in rates based on the combined capital. This excites renewed competition with the same results.

"There is no doubt, that although their lines are not as good as can be built, yet it would be better for the interest of the public to have these lines, offices and employees incorporated at once into the postal-telegraph system rather than to wait for the construction of better lines, which would have to be operated by experienced persons, and be subject to a strenuous opposition. The competing lines though of little value to their stockholders or the public, in opposition, yet, as part of an entire system, with their officers and employees become of great value and sources of large profit."

On January 18, 1871, Mr. Hubbard memorialized congress on the subject of a postal-telegraph system, in part as follows: "The undersigned visited Europe during the past summer and fall for the purpose of examing the postal-telegraph systems of Europe, and enjoyed peculiarly favorable opportunities of in-

spècting the operations of the telegraph, owing to letters of introduction to the post office officials of several countries, kindly furnished by the Hon. Mr. Creswell, our postmaster-general.... While the Continental system is greatly superior to the American in some respects, in others it is decidedly inferior. London, where a large number of new offices have been recently opened, is the only place in which the facilities will compare with ours. It has 285 offices to a population of nearly 3,500,000, while New York, with 900,000, has about 75 offices, and transmits daily many more messages, in proportion to population, than London.... It would cost several millions of dollars to put the lines of the Western Union Telegraph company in a condition equal to those in Europe. Such an expenditure would consume the earnings for several years, and would prevent the payment of dividends. There is not sufficient inducement to make such an outlay of capital while competing companies operate lines between the large cities and receive an income which would enable *one* company to pay dividends on the capital required for the improved lines. The Western Union Telegraph company is therefore compelled to make limited repairs and extensions and pay small dividends. The officers of the companies are fully aware of the conditions of their lines, and have greatly improved them since they assumed the management. Twice as many messages are now transmitted between the East and the West as were sent four years ago over the same wires; but no permanent improvement, insuring certainty of prompt transmission at low rates, can be expected until *all the lines are under the control of one management*, and *the money now wasted in competition is expended in repairs and extensions*.... The advantages of the European system are the low cost of lines, superior quality, *freedom from competition*, low rates for inland messages, and its more extended use for social and ordinary mercantile business. The advantages of our system are the greater facilities afforded, its more extended use for certain kinds of business, and by the press. The postal system for America should combine the advantages of each. A new telegraphic system for our country, which simply copies that of any other must fail, so different are the habits and business of different countries. It is necessary to study the wants of those who use the telegraph, combine the best features of our own and

foreign systems, avail ourselves of the services of the efficient executive officers of our companies and their skilled operators, and with our fine climate we may expect in a few years to have the best and cheapest telegraph in the world...."

This memorial, covering thirteen pages with an appendix of seven pages containing tabulated matter showing comparative rates, methods, etc., remains a model for all fair-minded advocates of governmental ownership of the telegraph lines.

On February 19, 1873, Mr. Hubbard again memorialized congress "in relation to the postal-telegraph," and, in reply to certain statements made by Mr. David A. Wells, on the "Relation of the Government to the Telegraph." Mr. Hubbard claimed that "experience shows that telegraphic management in private hands does not result in either economy or efficiency of service to the public. Whatever economy may be practiced goes to swell the dividends of the stockholders, and not to reduce the rates, and to that economy the completeness of the service and the convenience of the public are sacrificed. When it is argued that, because private enterprise can be more economically managed than public, therefore the telegraph should be left to its managers, it should be remembered that the same self-interest which induces a private corporation to get its work done as cheaply as possible also impels it to get all it can out of the public. It is a sword that cuts both ways—one way to the advantage of the company, and the other to the disadvantage of its customers."

Mr. Hubbard prepared an able though popular presentation of the entire subject, which he contributed to the *North American Review*, for July, 1873. Therein, he marshalled a careful analysis of the then prevailing methods of telegraph companies, and strongly advocated the establishment by our government of a postal-telegraph system. It is worthy of note that he always showed due regard for the property rights of others, and never advocated action that might prove to be virtually a confiscation of existing property, nor action that might develop destructive competition. This is clearly brought out in his statement that "the postal system recognizes the rights of property in the owners of the existing lines, proceeding upon the ground that to make any new plan successful it must avail itself of the services and co-operation of the present able managers; that this can only be

accomplished by paying liberally for the property it purchases of them, and that it will be much more advantageous to the public to secure this harmonious co-operation even by paying a large price for the property, than to establish a system at a very much smaller price, but in competition with the Western Union Telegraph company."

While congress has never sanctioned a postal-telegraph system, through Mr. Hubbard's earnest efforts, "day rates were reduced, a night service established in many places, and improvements made in the entire service." And it is of record that "the late president of the Western Union company said he (Mr. Hubbard) had done more than any other man to make the service of that great corporation popularly available."

After the same manner and for more than twenty-five years, Mr. Hubbard was an earnest advocate of practical improvements in the postal service, and he spent much time in studying its needs.

In 1868, Mr. Hubbard held that "the conditions essential to the success of the post are celerity, certainty, and secrecy in transmission, low and uniform rates and ample facilities for the reception of letters, and the speedy delivery of the mail. Private enterprise might transmit and deliver the mail between large cities at rates lower than those charged by government, but the reverse would be the case between smaller places, and as the majority live in the country, the few would be benefitted at the expense of the many." He urged the importance to the business community of earlier and later and more frequent deliveries in the residence district, especially in the suburban sections, of a decrease in the fees charged for money orders, and of a postal-telegraph system.

How earnestly and intelligently he labored to bring about these improvements, is shown in his admirably clear exposition of the need of progressive extensions that would keep pace with the growth of the commercial and industrial interests, presented in the *Atlantic Monthly*, for January, 1873, under the caption: "Our Post Office." Over twenty years after its appearance, Mr. Spofford publicly called attention to "its great and permanent value," and stated that it "contains an admirable condensation of the facts regarding the postal system of the United States and

its predecessors, the Colonial and British post-office establishments. It draws many instructive parallels and points out the departures from the true objects of a governmental postal system, *the quick and cheap diffusion of the people's correspondence and periodicals*, through the carriage of mere merchandise in the mails, leading to large annual deficits."

It is said that it was the admirable character of this masterly presentation in the *Atlantic Monthly* that led President Grant, in August, 1876, to appoint Mr. Hubbard chairman of a committee "to examine into the subject of transportation of the mails by railroad companies, and to report such rules and regulations for such transportation, and rates of compensation therefor, as shall, in their opinion, be just and expedient, and enable the department to fulfill the required and necessary service for the public." And, by an Act of Congress, approved March 3, 1877, this commission "were authorized to continue and complete the service required of them and to include an examination of mail-service otherwise than by railroad."

For ten years Mr. Hubbard was a member of the State board of education, and was successful in introducing many improvements. In 1876, he was placed in charge of the Massachusetts educational exhibit at the Centennial exposition. Then, in 1877, he launched Dr. Bell's electric-speaking telephone on its marvelous commercial career, for he believed in its industrial value at a time when others regarded it as merely a scientific toy; he foresaw the wonderful growth of a service yet to be created; he perceived its inestimable value to all branches of commerce and industry, and the revolutionizing nature of its function; and his firm faith in its rich possibilities for both investor and user sustained him when ridiculed by friends and scoffed at by financiers and business men whom he tried to interest in what they contemptuously cast aside as "Bell's toy." Yet more swift was the progress of this newly-created art of telephony than was ever recorded in any other industry, and none ever had to face such peculiar, ever-changing, ever-expanding demands. It was Mr. Hubbard who laid the foundation of the vast transcontinental telephone system that is now winning unstinted praise from the leading telephone engineers in foreign countries. He it was who spent several years in foreign lands organizing telephone

companies, introducing the system, and obtaining valuable concessions, yet nowhere do we find a trace of speculative entanglements, of modern stock-jobbing or of frenzied financial scheming in any form. On the contrary, the securities of the telephone systems Mr. Hubbard planned remain to this day safe, remunerative and desirable investments.

Returning to the United States he removed his residence from Cambridge to Washington, that the health of his family might benefit by the influence of the milder climate. Soon he became a leader in every movement to promote public welfare in that city, and no home in Washington was more famous for its charming and constant hospitality. It was a joy to him to share with others the knowledge he had gained concerning other countries. On May 9, 1896, he delivered a lecture in the assembly hall of the United States National Museum, on "The Japanese Nation—A Typical Product of Environment," that is of peculiar interest in view of recent events. Among other good things, Mr. Hubbard said:

"Among all countries of the earth, none have made such wonderful and rapid progress in form of government and in the development of industries and commerce and such great changes in its conditions of environment as Japan. The country which twenty-five years ago was almost unknown, has come forward to take its place not only as the foremost of oriental powers, but in the sisterhood of nations. They are the French of the East, their artistic instincts and their ingenuity in the use of machinery make them the competitors of Europe, particularly in specialities. Their profits are so large that their industries will increase with greater rapidity every year. Japan as a nation possesses an individuality stronger than our own. Our power of co-operation and organization of men and capital into corporations gives to us a certain advantage, but even this corporate organization they are rapidly acquiring. Japan is not only the foremost nation of the East, but her civilization compares in many ways favorably with that of Europe."

When Mr. Hubbard's earthly work ended, on December 11, 1897, the honored titles of "the most useful citizen of Washington," and "its first citizen in civil life," were justly conferred. The eminent workers in many professions who joined in "paying

tribute to his high character and the commanding influence of his noble life," at the memorial meeting held in the city of Washington, on January 21, 1898, under the auspices of the National Geographic Society, emphasized the statement that "the scientific world of the American capital lost its best friend in the death of Gardiner Greene Hubbard."

At that meeting Miss Caroline A. Yale, LL. D., principal of the Clarke School for the Deaf, and vice-president of the American Association to Promote the Teaching of Speech to the Deaf, told of Mr. Hubbard's efforts to start the Chelmsford and the Clarke schools, and of "the enthusiasm with which he assisted in the formation and the upbuilding of the American Association, an organization designed to aid schools for the deaf in their efforts to teach speech by training teachers and by disseminating information in regard to methods of speech-teaching.... He was its first vice-president and the wisdom of his counsel and the strength of his purpose have done much to guide the Association through the difficulties of its first years of work and to give it the position which it now holds as the most influential and effective organization connected with the education of the deaf in this country—probably in the world—its membership including, in addition to a large number of teachers, many other persons like Mr. Hubbard and Dr. Bell, who are most effective promoters of the work of the Association...."

Dr. George M. Sternberg, surgeon-general of the United States Army, and acting president of the Joint Commission of the scientific societies of Washington, stated that "Mr. Hubbard was elected president of the Joint Commission at a time when this organization was in a state of unstable equilibrium, due to differences of opinion as to the nature and extent of the powers which should be conferred upon it by the several societies whose governing boards constituted its membership.... We owe much to his skill as a presiding officer, to his practical methods of dealing with business matters coming before the executive committee, and to his cordial sympathy with the objects in view...."

Prof. S. P. Langley, secretary of the Smithsonian Institution, told how "... among the many occupations of Mr. Hubbard's varied life there were few in which he took more interest or was more zealous in than in his duties as regent of the Smithsonian Institution...."

Honorable William L. Wilson, president of Washington and Lee University, ex-postmaster-general, and member of the executive committee of the board of regents of the Smithsonian Institution said, ".... Now that Mr. Hubbard has gone from us forever, we begin to realize how large, how unique, and how beautiful a part he bore in the social, charitable, and intellectual life of his adopted city.... The Congress of the United States chose him a regent of the Smithsonian Institution. His associates on the board made him a member of its executive committee, charged with a personal supervision of this institution and of the scientific department which Congress had placed under its administration...."

Dr. Alexander Graham Bell said: "Mr. Wilson has referred to the philanthropic spirit of Mr. Hubbard and I will invite your attention to a philanthropic work of his that was unique." Then he related Mr. Hubbard's successful efforts "to establish a school where deaf children could be taught to speak and to understand speech...." and called attention "to the magnitude of the work that has resulted from those efforts. Last year (1897) there were more than 5,000 deaf children in the schools of the United States learning to speak and to read from the lips. There were over 3,600 pupils who were taught by the oral method alone, without resort to alphabets or the sign language.... There are three great results that were originated by the movement of 1864: First, the teaching of speech to the deaf; second, lowering the age of instruction to the deaf (at that time no attempt was made to teach deaf children under 12 years of age), and last, but not least in importance, the *employment of women as teachers of the deaf*. Before that time the instructors were largely men; but the necessity of teaching speech to the very little child led to the employment of women. This fact and the improvement in the methods have been the secret of success in teaching speech to the deaf, and the work is now *largely in the hands of women*...."

Dr. B. L. Whitman, president of Columbian University, said: "Dr. Hubbard was an active member of its board of trustees. .... His own academic and professional training made him familiar with general educational principles, and continuous services through a long and busy life kept him in touch with the progress of educational enterprise. His well-known intimacy

with prominent educators both at home and abroad, his recognized standing as a patron of art and science and literature, his well-known leadership in the business world, gave him peculiar fitness for dealing with educational problems. This fitness it was the good fortune of the Columbian University to enlist directly in its service.... His best monument is a community enriched and a world made better by his influence. All else decays; this abides forever, and in this the Columbian University gratefully records its part...."

Dr. Marcus Benjamin, historian of the Society of Colonial Wars said: "Gardiner Greene Hubbard was twice governor of the Society of Colonial Wars in the District of Columbia, and at the time of his death his name had been selected by the committee on nominations to head the list of the society's officers for a third time. The society .... has for its object the preservation of the memory of those forefathers whose public services made our freedom and unity possible...." Then Dr. Benjamin gave an interesting account "concerning those ancestors whose records Mr. Hubbard filed with our society and of whose memory he was so justly proud.... Well might Mr. Hubbard be proud of his ancestors. As educators, ministers, governors, and generals, their names stand out conspicuous in the annals of our American colonies; they were leaders of men. And of their descendant what shall we say? Equally was he a leader among men, and law, education, literature, and science have been advanced because of his life."

Dr. Daniel C. Gilman, president of Johns Hopkins University, said: ".... Our departed friend, as every speaker has reminded you, gave himself almost without reserve during his residence in Washington and, as I have been told, throughout his long life, to the advancement of good works.... Men of science trusted his good sense, men of affairs knew his sagacity, men of education depended upon his advice, philanthropists and men of religion were sure of his support. At home everything was for others; his books, engravings, etchings, and, in summer, his grounds, with their shrubbery, shade trees, and flowers, were given to hospitality. Nothing for display, but everything that strangers might be friends and that neighbors might become more friendly through the amenities of social intercourse.... In

the world at large he was regarded as an original promoter of that epoch-making invention which in twenty years has not only revolutionized the processes by which speech can be heard at a distance, but has completely changed the business usages of every country where civilization is found. To those who knew our friend only as a business man or only at a distance this gives him fame. But there are others, like the speaker, who came near to him during the latter years of his life, and never heard him speak of business or allude to his success, who never met him when his mind was not alert to promote a cause, to render a service, to encourage merit, to remove perplexities, or to find the right man. These seemed to be the occupations not of leisure, but of life."

Major J. W. Powell, director of the Bureau of American Ethnology, associate editor of *Science*, and ex-director of the United States Geological Survey, explained how dependent "the correlation of scientific research and the organization of scientific opinion" were upon magazine literature, and then told how earnestly Mr. Hubbard had striven to bring about intelligent co-operation in available form, saying: "There is an army of men engaged in research in America which is but an integral part of the world's scientific men. In 1883, two men, Gardiner Greene Hubbard and Alexander Graham Bell, sought to more thoroughly organize this American army and put it in co-operation with the world's scientific host; for this purpose they essayed to organize a magazine or journal of science. They called to their aid President Gilman, of the Johns Hopkins University; Professor Marsh, of Yale College, and Professor Scudder, of Harvard. Mr. Scudder was made the editor and the journal was launched on the sea of publication.

"This journal was specialized in five departments: First, there was editorial comment on public affairs relating to the institutions of research in America; second, its columns were open to the discussion of scientific subjects by the leaders of thought; third, it was a medium for the announcement of discoveries; fourth, it contained announcements of what men and institutions were doing in America; and, fifth, it contained a summary of the scientific progress of the world. In these five departments the two volumes of the first year contained a well-digested summary

of the current scientific thought and accomplishments in America and throughout the world. This journal was called *Science;* and it had engaged in the labor of its preparation many men in the different departments of research employed in the preparation of materials for publication relating to all branches of work. It inaugurated the new era in America. Hitherto men had worked largely in isolation, without the sympathy and assistance of their fellowmen; few of them meeting once or twice a year for conference as the American Association for the Advancement of Science and the National Academy; but in the general isolation diversities of opinion sprang up and grew to unnecessary proportions, so that the infrequent meetings of scientific bodies were characterized by bitter discussion which often led to lifelong antagonism. Under the ægis of this journal there sprang into existence many more organizations, and the meetings of scientific men were multiplied and the differences of scientific men were harmonized; ultimate differences of opinion were modified and mollified and *the whole spirit of research as exhibited on this continent was transformed;* jealousies and antagonisms melted in the sunlight of publication. In the host of scientific workers there has always been a few men exploiting on the verge of research whose chief delight is in controversy and who consider that eminence can best be acquired by attacking their fellowmen. This modicum of malcontents was speedily relegated to the purlieus of disputation and the real workers remain to co-operate, encourage, and assist.

"Since 1883, the journal has passed through many vicissitudes, and many experiments have been made with it in order that it might become self-supporting, and many efforts have been made to secure an enlarged clientage, but the first three volumes established the high-water mark of scientific journalism and are ideals for all future enterprises in this field. In this manner the founders of the journal, led by Mr. Hubbard, contributed to the organization of scientific research. In later years I had the honor to be called into their councils, and I know how earnestly they labored to make a magazine worthy of the scientific public, and wherein there was failure and wherein there was success. Mr. Hubbard was the leading spirit in all this work and to it he gave much time and profound thought. It was designed, not as a

business enterprise, but as a contribution to science; not for the purpose of accumulating a property from which a revenue could be derived, but of establishing a means of communication for scientific men, to be presented to them as their journal.

"In the library on Connecticut avenue and under the shadow of Twin Oaks, Mr. Hubbard was wont to assemble his friends in conference on scientific subjects; often the magazine was the theme under consideration; other interests of science were also considered. The hours which he spent with his friends in consultation from day to day, month to month, year to year, endeared him to an ever-enlarging circle of public men, for his sympathies were wide, his plans large, and the resources of his genius great, and, though he has gone, the works of his heart and mind remain to bless mankind."

Honorable A. R. Spofford, assistant librarian of the Congressional Library and vice-president of the Columbia Historical Society, told of Mr. Hubbard's "election as first vice-president of the society," of his "life-long interest in historical subjects," of his throrough and analytic method of presenting a subject for discussion, of his earnest labors in improving the postal service, of his love of books and of the graphic arts, stating that Mr. Hubbard's "large collections of early and late engravings, etchings, etcetera, was one of the finest gathered by a private individual."

Honorable John W. Ross, chairman of the Board of Commissioners of the District of Columbia, on behalf of the city of Washington and the District of Columbia, paid a beautiful tribute to Mr. Hubbard's zeal, sincerity and patriotism in all matters affecting the welfare of his adopted city, saying, ".... Amid all the cares and responsibilities which attended his useful life, Mr. Hubbard never evaded any municipal duty. While he never sought preferment by the appointment of the executive officers of the District, yet his practical ability and his zeal were so generally recognized that successive boards of District Commissioners appreciated the fact that they served and promoted District interests by appointing him to positions of trust and responsibility. In May, 1896, he was selected as a member of the Tennessee Centennial Exposition commission. In June, 1896, he was chosen a member of the board of trustees of the Free Public Library. In March, 1897, he was appointed one of the

commission for the Omaha Exposition of 1898. He was also an active member of the board of directors of the Central Dispensary and Emergency Hospital. The duties pertaining to these positions were willingly assumed by him, notwithstanding his exacting engagements to the scientific societies of the District; and in so far as any work could be done, it was performed by him with fidelity and ability.

"Next to the great cause of scientific research, he loved his adopted home. There was not a movement made having for its end the prestige, the adornment, or the development of the National Capital which did not have his strong and sturdy support. From his beautiful home on the heights beyond Rock Creek he had within his view that ideal site bounded by the Potomac, the Anacostia, and the commanding hills which border those streams whereon the wise foresight of Washington founded the chief capital city of the new world....

"In the decease of Gardiner Greene Hubbard, therefore, the people of this municipality have suffered a grievous loss and bereavement. It may not be unfair to the living to state that there is no one quite so well fitted by temperament, by training, and by practical tact and ability to perform all the several roles on the stage of human activity which he enacted so well. His tall and commanding form and the kindly tones of his voice will be missed wherever Washingtonians may assemble to foster and protect the best interests of the District of Columbia...."

General A. W. Greely, chief signal officer of the United States Army, and senior vice-president of the National Geographic Society, spoke in behalf of that Society, saying, "When I first came to know Mr. Hubbard his years were such as had well won a right to rest, but with noble discontent he held the creed, 'Old age hath yet his honor and his toil.' How great that toil it has been for few to know; how great that honor in some way we felt before death touched him, but its full extent has only been revealed by this notable memorial meeting in the capital city of the Nation, of which he was so proud. The school, the library, the university, the Smithsonian Institution, the church—in short, all the varied elements of a Christian civilization, in which he was not only an actor but an inspirer—are distinct losers by his death. It is, however, the National Geographic Society that

has a right to feel itself specially bereft, for this society was the child of his old age, which had won his heart, for which he toiled at all seasons, and towards which, last of all, turned his thought and affection. His last months were filled with plans for the fit celebration of our tenth anniversary, which now lacks so much by his absence, but which also seeks inspiration for the future by a brief review of the past. Mr. Hubbard was not only our president for these ten years, but he was also an initiator and an incorporator of the society. At the original meeting, on January 13, 1888, there were present thirty-three individuals, who have increased to an aggregate membership of 2,421, of whom remain with us 1,572, the loss by death and resignation being 849. In his introductory address of February 17, 1888, Mr. Hubbard set forth the aims and objects of the society on broad and generous lines, thus insuring growth and success. He said, 'I am one of those who desire to further the prosecution of geographical research. We hope to bring together, first, the scattered workers of our country; second, the persons who desire to promote their researches.' "

General Greely then touched upon much that the society had accomplished and of the establishment of *The National Geographic Magazine*, the official organ of the society, and added, "Finally, we have a right to ask, Could any organization in the first ten years of its existence more fully carry out its initial plan than has this society? In deserving and winning this success no other member did so much as did Mr. Hubbard. Dealing with a board of managers composed of able but positive men, it was Mr. Hubbard's strength that he was receptive, conciliatory, and practical. Many a seemingly hopeless idea he changed into practical form, and often from conflicting opinions he evolved an acceptable plan. It would be placing Mr. Hubbard's labors on a low plane to say that this society throve only by them. He had the higher aim to interweave his labors with others, and so to plan and build that he might exert an enduring influence. This higher work he accomplished...."

In the issue which appeared immediately after the death of Mr. Hubbard, the editor of the *National Geographic Magazine* paid this tender tribute to the man who unselfishly had done so much towards helping "to promote special researches by others and to

diffuse the knowledge so gained among men so that we may all know more of the world upon which we live," to use Mr. Hubbard's own words. ".... While the Joint Commission of the Scientific Societies of Washington mourns the loss of a many-sided and broad-minded president, the Smithsonian Institution a most active and sagacious regent, the Columbian University a generous and indefatigable trustee, and other educational, patriotic, and benevolent institutions of the national capital a liberal benefactor, a wise counselor, or an earnest co-laborer, it is in the National Geographic Society and its work that the most conspicuous gap has been created. The president of this society from its foundation, Mr. Hubbard was enabled by a combination of circumstances as exceptional as it was fortunate, to sustain a relation to it that is probably without a parallel in the history of scientific societies. It is no new thing for such societies to enjoy the benefactions of wealthy and generous patrons and the inestimable advantage of the wise counsels of far-seeing and judicial-minded advisers concurrently with the inspiring influence of men of the broadest culture and the most progressive ideas. Rarely, if ever before, however, have these qualities and functions been united in one individual, or has there been so singularly varied a capacity for usefulness as was given to Mr. Hubbard and as he exercised to its fullest extent. The loss to the National Geographic Society is for this reason an irreparable one, and the ordinary expressions of regret seem cold and conventional...."

Dr. Edward M. Gallaudet, president of the Columbia Institution for the Deaf and Dumb, made the following report to the Convention of American Instructors of the Deaf, of which organization he was the president: "No man in America has stood more earnestly for the cause of teaching the deaf to speak than Mr. Hubbard, and his influence has had much to do with the present general acceptance of this feature by the older schools of the country, in which for many years it had no place. More sanguine than the majority of the teachers of the deaf as to the proportion of deaf children that may be successfully educated under the oral method, Mr. Hubbard never laid himself open to the charge of unreasonable partisanship, but held the respect of all as a sincere promoter of what he believed to be the methods most helpful to the deaf as a class. Attending many gatherings of instructors of

the deaf, Mr. Hubbard won the warm regard of every member of our profession who had the pleasure of meeting him or hearing him speak, and those who were brought into more intimate relations with him, through service on committees of which he was a member, came to feel for him a degree of veneration and affection that makes his death a personal grief to them."

In his address delivered at the memorial services held at the Church of the Covenant, Washington, December 13, 1897, the Rev. Teunis S. Hamlin, D. D., paid a long, a loving and a reverent tribute to Mr. Hubbard, saying, in part: ".... Our capital city has lost its first citizen in civil life. The country and the world have lost a benefactor. Science, art, invention, discovery, the legal profession, philanthropy, broadminded and generous culture, intelligent and refined hospitality are distinctly impoverished. Friendship of a pure, unselfish, persistent sort will miss a noble exemplar. Family life of the ideal type will have one less illustration among us.... Distinguished political preferments have been repeatedly offered him; but though the compliment was fully appreciated, the offer was always declined, since he believed independence of action to be best, both for himself and for the causes that he loved, and aimed to promote. During his residence of nearly a quarter of a century at this capital he has been the trusted friend and counselor of presidents and statesmen, and has exercised a strong, if indirect, influence upon national and international affairs. He was a wise and staunch friend of arbitration. He believed that the government should use its post-offices as telegraph stations. He was vitally interested in the free library of this city. He had long urged what is just now happily coming anew to the front the establishment here of a true national university upon the lines drawn by Washington. He was an active and efficient trustee of the Columbian University. He cherished the keenest interest in his alma mater; was president of her alumni association, and provided a lectureship at the college which is filled by his close and cherished friend, ex-senator Dawes. President Tucker says: 'The college honors the memory which has become part of its lasting possessions.' He was a regent of the Smithsonian Institution, and eminently fitted to be, for he was committed mind and heart and soul to the increase and diffusion of knowledge among men.' .... He gave himself with ardor to the forming of the Memorial Association

of the District of Columbia, and it is largely through his efforts and influence that the Congress has purchased the house in which Mr. Lincoln died and set it apart as a perpetual shrine of patriotic pilgrimage. He dispensed a generous and refined hospitality not only, or chiefly for his own pleasure—though he keenly enjoyed good society—but also because he recognized the duty of a suitable welcome to the city's and the nation's guests. It is many years since any man of distinction for real merits or valuable services has come to Washington without finding himself seated at Mr. Hubbard's table, and among guests whom it was a pleasure and an honor to meet.... Mr. Hubbard's love for this church was intense and unfailing. During the second year of its existence he succeeded Mr. Justice Strong as president of its board of trustees and still held the office at his death. He served upon its building committee and builded his best thought and devotion into its walls.... Mr. Hubbard was a man of marked purity of life, to whom a stain of any sort seemed utterly foreign. No one would have ventured upon coarseness of word or act in his presence. He was intensely conscientious. He was unselfish, willing to accept the efficient result of his labors, and let others get the praise. He could not be roused to resentment, and was often silent when friends thought he should speak and claim his rights. He served his fellowmen not only in the great ways already noted, but with unstinted gifts of thought and sympathy, and if need be, of money, in quiet, unmentioned ministries; and he served them also with what is by no means easiest to give —steadfast friendship. The number is very large of young men, and men not so young, whom Mr. Hubbard drew to him and who regarded him as more than friend—as almost father. This single fact is one of the finest tributes possible to the beauty and strength of his character...."

Mr. Hubbard's valuable collection of etchings and engravings consisting of twenty hundred and ninety prints and seventeen original drawings, together with his collection of art books, were presented to the United States by Mrs. Hubbard in March, 1898. To the accumulation of this collection Mr. Hubbard gave many years, "grudging neither pains nor expense to obtain the finest examples of the masters in the various modern schools." And this "collection has long been regarded by expert judges of art and familiar with its contents, as in many respects the most in-

structive and valuable in the country." Thus the great "value of this collection is not alone because of its interest, merit and beauty, but for its educational utility as illustrative of the evolution of modern art." This entire collection has been deposited in the library of Congress as a memorial of Mr. Hubbard and "for the benefit of the people of the United States." Mrs. Hubbard also presented a bust of Mr. Hubbard by Gaetano Trentanove.

On the corner of Sixteenth and M streets, in Washington, stands the "Gardiner Greene Hubbard Memorial Building," an admirably arranged fire-proof structure designed as the home and the headquarters of the National Geographic Society, and erected by Mrs. Hubbard and her children and grandchildren, and presented to the society, Mrs. Hubbard also adding the gift of a valuable library.

Upon the "most magnificent of the tide-water glaciers" in Alaska, was conferred the name "Hubbard," by his ardent co-laborers in geographic research. In the Church of the Covenant, in Washington, is a beautiful memorial window typical of his wholesome, useful life, in which the glory of the setting sun illumines fields of growing green and ripening yellow. Though day is done and the soft shadows of the night are falling, yet the laborer in life's field is still dropping the rich seed into open furrows, while at his feet are many sheaves of golden grain that show how incessantly he garnered that others might enjoy the fruits of his labor.

But a mightier memorial than these, a living, ever-expanding memorial, is found in every city and every town, in hamlets and at cross-roads; a memorial seemingly unlimited in its scope, a revolutionizing influence none can stay; a memorial that has eliminated North and South and East and West, and brought all sections of our country within speaking distance of the White House; a mighty transcontinental telephone system, affording intercommunication to millions of users. In its beneficial influence upon commerce and industry, in making for the peace and the happiness and the prosperity of the country, this system, the foundations of which were laid by Mr. Hubbard in the hope that "all lines might come under one general management and be governed by one broad liberal policy," is typical of the man and what he stood for in life.

(*To be continued.*)

SUCCESSORS IN SUCCESS.

A Memorial Address in Honor of Michael Anagnos, Given at the Tremont Temple, in Boston, Wednesday, October, 24, 1906.

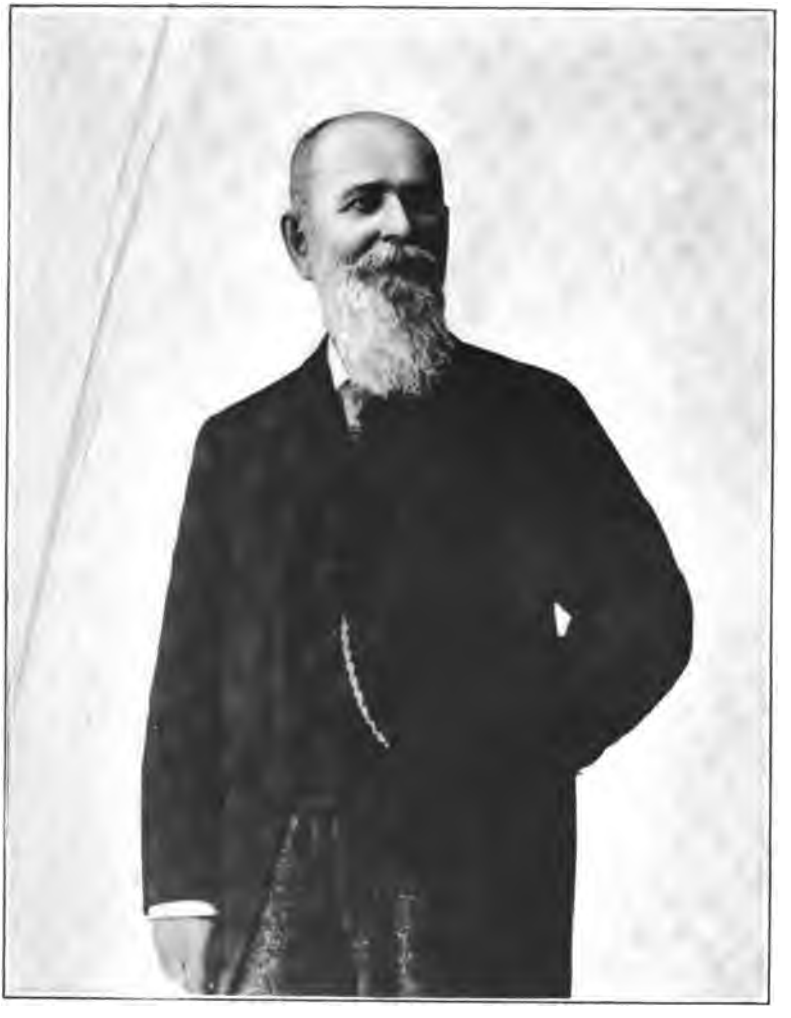
By F. B. Sanborn, Concord, Massachusetts.

Friends of the Unfortunate:

By this title, which must apply even to those who have come to our Memorial Meeting under an impulse of curiosity alone, I address you, while I occupy a few minutes of your time in speaking of those two lifelong benefactors of the unfortunate who traced an unbroken line of success in the education of the Blind, in this city of their birth or their choice, for three-quarters of a century. I speak both of Dr. Howe and of Michael Anagnos, because the work and the fame of the two are inseparably connected. As Emerson said of Socrates and Plato, those compatriots and teachers of Anagnos, on their own sacred soil of Athens, Howe and Anagnos are "that double star which the most powerful instruments will not entirely separate." Or, to pursue this celestial figure, so inspiring to all poets that Dante closes many a canto with an uplifting regard to the stars in heaven, Anagnos might have said of his master in philanthropy what the Roman poet Persius said to his master in the Stoic philosophy, Annaeus Cornutus: *Nescio quid, certe est quod me tibi temperat astrum*—

> Some star it was, I know not which,
> Attuned my soul to thine.

The story of Dr. Howe is well known, although less familiar to the present generation than to the three generations in which he lived and toiled, always for the good of the unfortunate, for the upbuilding of the poor and lowly, and the succor of the oppressed. He enlisted before he was three and twenty in the almost hopeless cause of the Greeks; he suffered in their defeats, rejoiced in their victory, and carried to the aid



MICHAEL ANAGNOS.

of their starving women and children the relief which the generosity of America so liberally supplied fourscore years ago. Forty active years glided away, finding him daily employed in the most varied deeds of beneficence, when another call of Greek misfortune summoned him to those shores again. He obeyed the summons, and a second time carried with him thousands of dollars to relieve the suffering and promote the education of the exiled Cretans in Athens.

While thus engaged, and while seeking an educated and philanthropic Athenian to act as confidential secretary, that Providence which we are very apt to term Chance made him acquainted with Michael Anagnostopoulos, a young graduate of the great Athenian University, who was pursuing journalism and political reform in Attica. That selecting eye which Dr. Howe had by nature at once fastened upon the youth as capable of good service, although there as yet was no thought of bringing him to New England, still less of engaging him in the instruction of the blind. He became in May, 1867, the secretary of Dr. Howe, and I have before me the "Biblion Hellenikes Allelographias" (Book of Greek Correspondence), "Cretan," in which the hand of the young scholar was employed from May 23 to July 23, 1867, in turning into Greek and French the clear and vigorous messages of the Chevalier Howe to the officials and private persons with whom he had relations of business in Greece and the islands. Dr. Howe then left Athens for Switzerland and Western Europe; not, as a generation before, to recover his almost ruined health among the mountains, but to examine hospitals and prisons with a view to improve the state charities of Massachusetts, of which he was then chief administrator, as Chairman of the old Board of State Charities. This left Anagnostopoulos in full charge of the Cretan business at Athens; and so well did he manage its delicate affairs that Dr. Howe invited him to visit America, and here learn our language, habits, and institutions, so as to render himself more capable of serving Crete and Greece in their constantly recurring political crises. He accepted the invitation, and continued to be Howe's secretary for Cretan affairs during the year 1868, while the good people of Boston and other parts of the United States were raising

thousands of dollars, at Howe's appeal, for the relief and support of the revolted Christians of that beautiful island of Minos and Ariadne.

Again, while writing English in this capacity, I have the volume before me, and can trace the rapid progress of the student in the crooked orthography and perplexing syntax of our vernacular. The English letters, interspersed with Greek ones, begin April 21, 1868, and announce the success of Dr. Howe, Dr. Edward Hale, the Lawrences, and others of the Boston Greek Relief Committee, in providing money for the good cause. Here, for example, is a note of April 21, not always correct in transcribing the rapid scrawl of Dr. Howe, but sufficiently plain in its purport:

"Yours of 18th received. Mr. Rodocanachi has a half promise from Inman Line to take some freight free; but as I cannot have access to him today, and as we shall want other aid from them, I beg you to forward the 16 on the best terms you can obtain. Our Fair was a success morally and pecuniarily. It has aroused sympathy for the Cretans, and will bring in over $15,000 cash."

This international philanthropy went on for months from Dr. Howe's well-known office in Bromfield Street, "up one flight," where more plans were matured for the good of the down-trodden than anywhere else in Boston, rich as this blessed city has been in such corners of philanthropic conspiracy. But in the intervals of fairs and correspondence Dr. Howe employed his young friend in teaching modern and ancient Greek to members of his family, and in giving instruction in the classics to a few of the blind at South Boston. He did not then feel at liberty to offer him a suitable place, for permanence, in the Perkins Institution, but favored the wish of Anagnostopoulos to take up classical teaching in some Western College. An opening presenting itself in an Ohio college, Dr. Howe (Oct. 4, 1869) sent to its President this letter of commendation:

"I have known Mr. Anagnostopoulos several years very intimately. He is a thoroughly honest man. He has uncommon natural gifts, and has improved himself by a pretty broad culture. He knows Greek, English and French. As a *Grecian* he has few equals in this country. He is capable of filling the post of Greek Professor in any of our Universities with honor.

Personally he is a modest, amiable and agreeable man; and he would, I doubt not, be popular among students."

And now what was the life-history of this youth of thirty years, so well portrayed by his earliest American friend? Born in poverty on a mountain side in Epirus, not quite seventy years ago, in a village in which, though tributary to the Sultan by the Bosphorus, no Turk had ever set his wicked foot, the boy Michael had thirsted for education, like most of his Hellenic race, and was taught in that village as far as the local school could carry him forward. He then sought admission to the nearest high school of reputation,—that which he has since gratefully endowed with lands and revenue, in the famous city of Janina, the former capital of Ali Pasha. Like his own mountain region, this romantic town, with its bloody history, lies in one of the most picturesque situations in the world, which Byron, in the first flush of his genius, described for all time:

> No city's towers pollute the lovely view;
> Unseen is Janina, though not remote,
> Veiled by the screen of hills: here men are few;
> Scanty the hamlet, rare the lonely cot;
> But, peering down each precipice, the goat
> Browseth,—and, pensive o'er his scattered flock,
> The little shepherd in his white capote
> Doth lean his boyish form along the rock,
> Or in his cave awaits the tempest's short-lived shock.

Such we may picture the childhood of Michael on the ridges of Zagora, leading the pastoral or the agricultural life, amid surroundings Arcadian in their rough simplicity; where at his noonday rest, or as the shadows lengthen at sundown, you may hear this same little shepherd filling the solitude with the sweet, pensive notes of his rustic pipe,—as Dr. Manatt and I have listened to them in the shades of the Marathonian forest. In Janina, while he pursued his Greek and Latin studies there, Michael fared hard and worked hard for years; but he achieved his purpose at last, and entered the University of Athens,—really the one university of the whole Greek-speaking race, in the year 1857. He continued to hear lectures and perform exercises there for the five years, 1857-61 inclusive, and had begun studies in 1856 there. What his studies were, in part,

is shown by the certificate of his professors, now in my hands. He began the history of Greek Art and Archeology under the scholar and diplomatist Rangabé in 1856, and continued for two years; in 1857-8 studied philology, Greek Tragedy, and the Greek Poets, with a special course on the "Plutus" of Aristophanes, and the comic poets; also the history of philosophy and part of Aristotle, together with general history and natural law. Mathematics, physics, mineralogy, and the Latin poets Catullus and Tibullus rounded out the year 1858. In 1859 he studied Sophocles, Pindar, and Thucydides, the Latin Prose writers, Ethics, and Anthropology; continued the history of philosophy and of art, and read Horace. In 1860-61 he studied Virgil and Roman life, logic and metaphysics and modern philosophy; also zoology, archeology, Greek history, Plato, the bucolic poets, and Thucydides. He went on with mathematics, and with ancient art,—which even then could be studied in the museums of Athens with many advantages, before the spade of Schliemann had shown the way to the remarkable discoveries made since 1862.

This course of study, differing from ours or the English university course (but rather in its order of sequence than its result on the mind), fitted the graduate for the life of a teaching scholar, a publicist, or a journalist. He chose a combination of the first and last, and connected himself with the active, energetic, liberal journalism of Athens. Having a strong bent towards political reforms, he coöperated in the downfall of the Bavarian King Otho, and, in conjunction with a few young men, and with the heroic Garibaldi, introduced Free Masonry, by the Scottish rite, among the restless Greek people, in the interest of liberty and civilization. He was training himself to public life, and seeking the wider career for which nature and culture had fitted him, when Dr. Howe fortunately encountered him in Greece. He had the strong, sincere qualities of the Epirot Greek, brought up in the simplicity of rural life, and able to resist the temptations to intrigue and commercialism which beset the Fanariot and the Peloponnesian Greek.

It was not long before Anagnos began thus to shorten his family name and to lengthen his stay amid the agreeable and useful surroundings of the Perkins Institution. Dr. Howe,

with his declining strength and increasing occupations, found his disciple more and more needful in the care of the schools, for which the Greek scholar had a natural fitness, as he had, also, for the financial arrangements that Dr. Howe had perhaps too much allowed to take care of themselves. By 1871, when the affairs of Santo Domingo first claimed Dr. Howe's attention, Mr. Anagnos was found equal to the care of the Institution, with help from others, in the absence of the aged Director. He had also won the heart of the eldest child of the Howe family, the enthusiastic, self-consecrated Julia, and became the son-in-law of the man whom he regarded as his adopted father in philanthropy.

In the year of illness that preceded Dr. Howe's death in January, 1876, Mr. Anagnos was practically in charge of the whole Institution; so that when the question of a successor came up, it was easy to see that he was the best man for the difficult place. He was chosen, but at first with a sort of trusteeship over him by the governing Board, who could hardly see how a foreigner, not yet very old, could be trusted with the whole control and administration of an establishment so important and so peculiarly Bostonian. Mr. Anagnos, whose modesty did not go to the timid extreme of doubting his own fitness for a place in which he had been long tested, intimated that he could not hold it under a sort of daily guardianship; he would withdraw, if it was desired, and would be as loyal to the Trustees as he had been during the absence and illness of Dr. Howe; but he could not accept a divided authority, that sure source of discord and maladministration. The Board saw the wisdom of his position, confirmed him in it, and now, for more than thirty years, he has filled it with increasing honor and to the satisfaction of all who know what the instruction of the blind requires and allows. His native justice and generosity has secured to all who were under his authority, whether pupils, teachers, matrons, or in whatever station, everything that equity required, and sometimes more than their conduct merited. At the same time he was strict in his requirements, as the case demanded, keen in his observation of merit or defect, and prompt to act when needful. He chose to suffer injustice himself and to bear unmerited re-

proach rather than to wrong others, or publicly to blame those who were quick to blame him. Consequently, as always happens to the unselfish, his goodness was taken advantage of now and then; but at all other times he received from those about him the entire respect and affection of such as aided him to carry on the mission entrusted to him and them. I, who have seen many establishments directed by able chiefs, at the head of many subordinates, have never seen one where loyalty to the chief was more marked or longer continued. He held for a whole generation a place in which he was greatly trusted, where he accomplished grand results, and in which he was true to every trust reposed in him. He accepted that saying of George Washington, the most scrupulous of our countrymen,—"Where an expectation has been allowed, an obligation is incurred," and he silently fulfilled the obligation where many Greeks and many Americans would have spoken in their own justification.

My subject today is "Successors in success," and we shall find it hard to point to a better instance than the work begun, carried on, and finished by Dr. Howe and his son-in-law,—men so unlike in all but results. Dr. Howe was a man of genius, capable, as the epigram says, of "generalizing from a single instance," and of following up his theory with a practical method of working it out. He also had acquired general experience by serving for years, and in varied positions, in the world-movement begun by the Greek Revolution. Mr. Anagnos had no such genius and no equivalent experience. But he was one of a frugal and highly organized race, which takes to general culture as neither the American nor the ordinary Englishman readily does; and, belonging to a small nation, still held in leading-strings by the pragmatical Great Powers, he was not compelled to follow where the bias of a great nation should fatally carry him. Like the Switzer, the Dane, and the Hollander, I believe the modern Greek can possess his mind in a certain impartiality. However this may be, Anagnos formed for himself profound theories of education and of social possibilities, which were of much service to him in doing the work thrown upon him by the last illness and death of Dr. Howe; and he was born with a practical faculty, and an ease

of adapting himself to the persons who must work with him, which the impulsive and rather impatient Dr. Howe did not possess, at least in his later moiety of life, when I best knew him. Anagnos was therefore adapted by dissimilarity of gifts, while actuated by a like spirit, to take up the burden where Howe laid it down.

His first initiative of success, beyond the daily routine of a well-managed blind school, was to conceive and put in practice a Kindergarten for the Blind. Without giving in to the slightly sentimental view of the customary Kindergarten in this country, he saw what an adjunct it could be made as a preliminary to the musical education instituted and made practical by Dr. Howe for the blind. He perceived also how warmly the community, and specially good women, would be likely to respond to such an addition to the Perkins Institution. The event of the past twenty years proves how just was his forethought in both these vital points. This community, responding to his constant appeal, has now built up an establishment at Jamaica Plain which, in its appointments and its results, excels any example of the kind known to me in the world.

The most brilliant (though not the most useful) of Dr. Howe's achievements was the discovery and instruction of Laura Bridgman, the deaf and blind child. He did in that case what nobody had ever done before, and what to most persons seemed a miracle. It drew towards him the admiration of the world, and secured from kings and governments decorations and honors which he little valued, but which attested the sympathy of nations. His success made the way easy for all others, and no one as yet has improved on Dr. Howe's method of instruction in such cases. But this was his chief triumph of the kind; once having shown his genius, he turned it to other and harder tasks; for the restoration of Laura to society, though unexampled, was not so difficult as it had appeared. At this point Anagnos took up the work, and proceeded to apply Howe's methods to many cases, and with greater success in some than poor Laura's conditions afforded. Among these successes, one in particular has attracted notice, and calls for mention today.

It fell to my lot in the year 1880, in the way of official duty,

to procure the admission to the Perkins Institution, at her own request, of a poor child, Johana (since known as Annie) Sullivan, originally of Agawam near Springfield. Disease had produced temporary but persistent blindness, which was not cured until she had been for some years under the care of Mr. Anagnos, and which enabled her by the system of Dr. Howe, to acquire the use of the blind alphabet and the manual method very perfectly. She had enjoyed sight up to the age of ten, and had a mind of unusual quickness and a persevering will. Mr. Anagnos found her a ready pupil, bestowed much attention on her instruction, and formed a high and just opinion of her capacity. Hardly had she graduated at South Boston, after nearly six school years there, when, in July, 1886, the father of Helen Keller, a deaf and blind child six years old in Alabama, wrote to Mr. Anagnos, describing her case, and asking whether he could find a teacher for her. Mr. Anagnos at once thought of Miss Sullivan, then twenty, and offered her the position, if she would qualify herself by special study, which she proceeded to do. "She studied Laura's case thoroughly in all its phases, read the reports of Dr. Howe with care, and mastered his methods and processes." Seven months later, in March, 1887, she took charge of Helen's education at Tuscumbia, in Alabama. A year later, in May, 1888, Helen came with her mother and teacher to Boston, and spent some weeks with Mr. Anagnos as guests of the Perkins Institution. At this time she was taken to see Miss Fuller of the Horace Mann School, and there was some talk about teaching her to speak, which Miss Fuller did, two years later. In the autumn of 1889, Miss Sullivan applied for Helen's admission as a regular pupil of the Institution, which was then impossible, because children from Alabama had no legal claim for admission; but she and Miss Sullivan were invited by the Trustees to become permanent guests of the School. They came October 14, 1889, and remained there most of the time (except vacations) for the next three years. Mr. Anagnos appears to have directed and aided Helen's education for the first and most important seven years,—that is, from the beginning of 1887, until February 4, 1894, when Helen sent to him from Hulton, in Pennsyl-

vania, where she was studying Latin at her friend, Mr. Wade's, her first imperfect Latin epistle. In this she said, "Beneficia quae a te accepi non obliviscar,"—"I will not forget the kindnesses I have received from you." In transmitting this letter, Miss Sullivan wrote, "I know your feelings towards Helen have not changed. You have felt annoyed with her teacher, most reasonably, I acknowledge. I believe your heart to be one of the kindest in the world."

In these seven years, and in the seven years preceding, in which he was directing the education of the teacher herself, Mr. Anagnos claimed no credit for instructing the blind or the deaf, any more than Dr. Howe did for his services to both classes of the unfortunate. They were both above the petty vanity of craving praise for acts which compelled praise from others. They made the talents of their pupils known for the information and encouragement of others, not for glory to themselves. But this modesty need not restrict us from giving them the praise due, not only from those directly benefited by their toil and their wisdom, but from us who saw them at their self-imposed tasks. Death, which has closed their beneficent activity, has released us from the restraint imposed by their modesty, and has allowed us to pay these tributes to their memory which the vain and the ungrateful are so ready to withhold, or to ascribe to themselves.

Forty-two years ago, when it became my official duty to report on the work of Dr. Howe, up to his 63rd year, and when the story of Laura Bridgman had been briefly told, in his well-chosen words, it was remarked:

"The slow steps which this child was compelled to take in her progress toward knowledge were watched with deep interest throughout the country and in foreign lands. Strangers visiting America were curious to see the results of this new art, by which a soul had been awakened where it had almost been doubted to exist. What had been the generous striving of a lover of his kind to assist one of its most unfortunate children became the occasion of fame to himself and to his countrymen. There are few such examples on record, and the memory of them should not be suffered to pass away, since they set in a new and stronger light the capacities of the human mind and the resources of a philanthropic heart."

It was in this spirit that our departed friend labored for years to show forth the early achievements of his most brilliant pupil, Helen Keller. As he traversed Europe in search of health in 1889-90, he made known in every country the progress of her education and the activity of her teacher; and when I met him at Athens in the spring of 1890, where he promoted my wish to examine the charities of Greece, I found that Helen was almost as well known there as her troublesome namesake, Helen of Troy. Three years later, in the same city, I was presented with her story in Greek, printed as one of the contributions to the festival of Queen Olga, herself the kindest patron of good works. In thus setting forth a remarkable deed, Anagnos followed strictly the apostolic suggestion,—"In honor preferring one another." If others forgot this part of Christian duty, he was too generous to remember their words, even when he could not overlook their action. He maintained and proclaimed the excellence of this Institution when blindly assailed by some of its own children; and the last words that we heard him publicly utter, at the recent anniversary of Washington's Birthday, were a clear statement of what this noble foundation of Howe, Perkins, Boston, and Massachusetts is now able to do for its pupils and its graduates.

NOTES FROM SCANDINAVIAN COUNTRIES.

A. HANSEN, NYBORG, DENMARK.

Denmark:

To the activities to further and better the conditions of the adult deaf in Denmark an appreciable addition will soon be made in the form of a special institution, to be erected in Nyborg, a small provincial town, already the seat of a well-known school for the deaf.

A lot of some fourteen acres of land has been provided for the purpose thereon to establish an agricultural school for adult deafs, to give them both a theoretical, but foremost, a practical education in farming, especially a farming adapted for small holdings.

Some few years ago a bill was passed in the Danish Congress favoring the creation of and increase in number of small farms. The State makes loans to thrifty young farmers at a low rate and on very liberal conditions in regard to the amortisation of the mortgage which the Government puts upon the property. It is expected that this law will prove to be profitable also to deaf farmers, if they can have the necessary inducements to enter this profession as well as good instruction in the art of caring for such a piece of ground. The number of openings for deaf people is only too limited; it is therefore very satisfactory for all interested in the cause of the deaf to see new avenues being opened to them.

Two gentlemen belonging to the royal school for the deaf in Nyborg, Dr. Forchhammer and Mr. Holm, are the ones who have planned the erection of such an institution. It is thought to extend the course of instruction to 18 months, two summers and one winter; the buildings might then be used for other purposes each second winter, and it is intended to establish a six-months' course during that period, open to deaf persons desiring to get a supplementary knowledge similar to what is given in the so-called "high schools" in the rural districts, not

only in Denmark, from where they originated, but also in Norway, Sweden, and Finland, and even in some of the western States of the United States of America. Such a course is not only intended for the sake of useful knowledge which naturally is an essential part of the programme, but also to influence the young men and women in moral, religious, and patriotic affairs. The idea of founding a high school of a similar kind was first advocated in a paper, read before the last Congress of Scandinavian teachers of the deaf in Stockholm, 1903, by Inspector A. Hansen, from Nyborg.

Besides the two mentioned main activities it is also wished that unemployed, needy deaf persons may find a temporary shelter under the roof till work can be obtained, and place for some aged and infirm deaf men is also to be provided in this undertaking, as there has been no asylum for men hitherto. A home for aged and infirm women has been in existence several years in Copenhagen.

Sweden:

Norway was the first to appoint a special clergyman for the deaf of the kingdom, some twelve years ago; then followed the Danish government in appropriating the necessary money and engaging a young theologian who resides in Copenhagen, where there has been built a church for the deaf congregation; now Sweden is going to provide clerical assistance for her deaf population. As this country is comparatively extended, it has been divided into seven regions in regard to provision of schools for the deaf, and this arrangement is thought to be maintained also for church purposes. The districts have adopted the principle: to appropriate funds, but some difficulties have arisen concerning salaries, fields of activity, conditions for ordination, etc. However, there is reason to expect that the boards and trustees in the several regions will overcome discordance in points of view and soon find a satisfactory solution of the problem to the benefit of the deaf of Sweden.

Norway:

The Association of the Teachers of the Deaf in Norway held its annual meeting in Trondhjem this summer. The president of that union is Mr. Grönning, a teacher in Trondhjem.

As there were read papers on subjects of more than local interest I shall here quote some of them.

Rev. J. Svendsen, clergyman for the deaf: "What influence does the teaching staff have on school matters?" He, as well as the majority of the gathering, found it just that the teachers of any school should have the right to state their opinions on all important questions in the school: methods, classification, etc., which should be protocolised, and eventually presented to the government's director of the deaf schools, such an arrangement being similar to what has recently been introduced in the administration of the Danish schools for the deaf.

Mr. Anderson, Trondhjem, and Mr. Fjörtoft, principal in Christiania, opened a discussion on the question of special training for teachers of the deaf. Owing to the smallness of the population it is only occasionally that a position as teacher of the deaf is vacant. This state of things tends to hinder a thoroughly satisfactory training before entering the profession.

Almost all the members of the meeting adhered to the advisability of a special course of training for all candidates desirous to enter this profession, and the following resolution was unanimously passed:

"The meeting esteems it—in the interest of the school—to be a fault that there has not yet been taken any steps by us to secure an effective education of teachers of the deaf, and esteems it necessary that provision should, as soon as possible, be made for a satisfactory arrangement for meeting this lack, which is of such vital concern to our deaf schools."

The meeting also expressed deep regret at the suppression on the State budget of annual appropriations of stipends for teachers of the deaf for the study of the schools and work abroad.

SPECIAL REPORT UPON THE DEAF, BASED ON THE RETURNS OF THE TWELFTH CENSUS.[1]

PREPARED BY ALEXANDER GRAHAM BELL AS EXPERT SPECIAL AGENT OF THE CENSUS OFFICE.

The deaf from childhood of the census of 1900 compared with the deaf and dumb of former censuses, by States and Territories.—In Tables 8[2] and 9[2] the deaf from childhood of the census of 1900 are compared with the deaf and dumb of former censuses, by States and Territories.

The New England States, and especially Connecticut, show a larger proportion of deaf than the average for the United States as a whole. From 1830 to 1860 Kentucky showed a relatively large ratio of deaf and dumb as compared with the ratios of surrounding States. In 1870 Indiana, Kentucky, and North Carolina became conspicuous in this respect. In 1880 the predominance of Indiana over its neighboring States became very marked, and this predominance has continued up to the latest census (1900).

From 1830 to 1860 the largest ratios appeared in Connecticut, and since 1860, in the District of Columbia. In both cases, however, the ratios are fallacious, because of the existence in these parts of the country of schools for the deaf which draw pupils from the whole of the United States, whereas the ratios are based upon the local population alone. During the first half of the nineteenth century the American School for the Deaf in Hartford, Conn., (then known as the American Asylum for Deaf-Mutes), drew pupils from the whole of the United States; but as special schools for the deaf multiplied the supply of pupils from the more distant States was practically cut off and the school attendance became more local in character. Even to-day, how-

[1] A reprint of "Special Reports—the Blind and the Deaf," in the part relating to the deaf; issued by the Department of Commerce and Labor, Bureau of the Census, Washington, 1906. Commenced in the October, 1906, number of the REVIEW. Continued from page 370.

[2] Omitted from this republication.

ever, the school is by no means representative of Connecticut alone, for it draws pupils from all of the New England States, a portion only coming from Connecticut. The predominance of the District of Columbia since 1860 is due to the existence within the District of the Columbian Institution for the Deaf and Dumb, with its primary and collegiate departments, known as the Kendall School, and Gallaudet College (formerly the National Deaf-Mute College). Both primary and collegiate departments draw pupils from outside the District of Columbia. Gallaudet College particularly, being the only special school in the country for the higher education of the deaf, attracts deaf students from all parts of the United States.

The tables show a large proportion of deaf in the New England States, especially Maine, New Hampshire, and Vermont. Scarlet fever, measles, and other diseases causing inflammation and abscess in the middle ear are the predominating causes, especially in Vermont and New Hampshire, and congenital deafness is frequent in Maine. Non-suppurative or catarrhal affections of the middle ear are also frequent in these States, but catarrh, colds, etc., cause deafness chiefly in adults rather than in children, and do not appear as prominent causes of deafness among the deaf from childhood or deaf and dumb. In their case scarlet fever seems to be the principal cause.

The cause of the local congestion of the deaf in Kentucky from 1830 to 1860, and its extension in 1870 to North Carolina and Indiana, is unknown; but the Indiana congestion of 1880 appears to have been due chiefly to an epidemic of cerebro-spinal meningitis. This seems to be the same disease formerly known as spotted fever, and it is not improbable that brain fever is another name for it. The persistence of the Indiana congestion up to the present census year, 1900, appears to be due, in part at least, to the same cause.

Geographic distribution of the deaf.—Tables VII[1], VIII[1], and IX[1] relate to the geographic distribution of the deaf, by States and Territories.

Table VII shows the deaf, by age or period of life when deafness occurred, for States and Territories.

Table VIII shows the deaf by degree of deafness, also the deaf from childhood and the totally deaf from early childhood,

[1] Omitted from this republication.

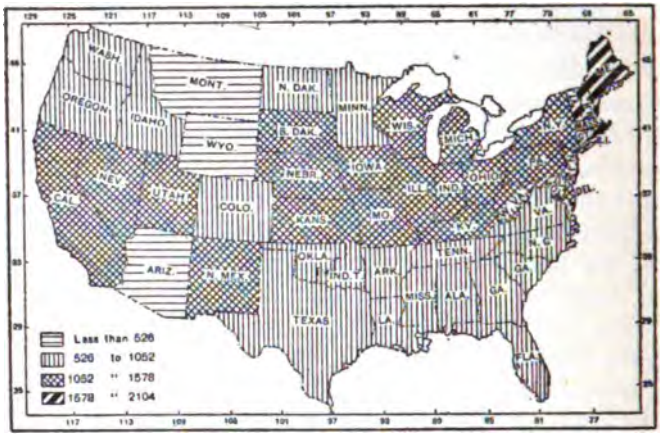
distinguished as deaf from birth and as deaf subsequent to birth, for States and Territories.

Table IX shows the deaf, by race, nativity (of whites), present age, and ability to speak, for States and Territories.

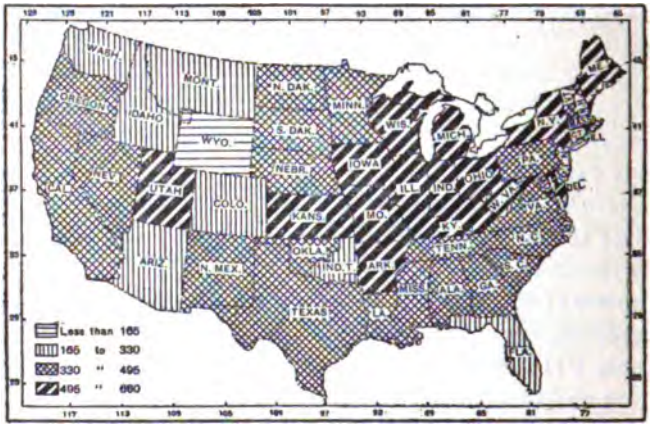
Table X[1] gives the ratios per million of total population for the classes of deaf shown in Tables VII, VIII, and IX.

Table X is illustrated by Maps 1, 2, and 3, showing the ratios per million of population in each State and Territory.

MAP 1.—*Number of Deaf per Million of Population, by States and Territories.*

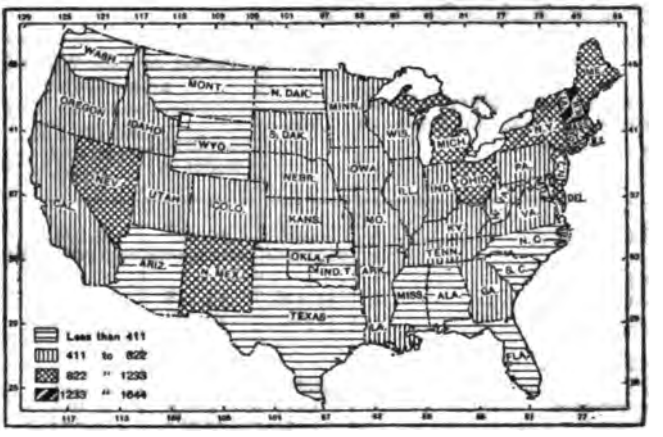


MAP 2.—*Number of Totally Deaf per Million of Population, by States and Territories.*



[1] Omitted from this republication.

MAP 3.—*Number of Partially Deaf per Million of Population, by States and Territories.*



Map 1 shows the geographic distribution of the total number of deaf reported at the Twelfth Census, from which it appears that, upon the whole, deafness is more common in the northern part of the United States than in the southern. The North Atlantic and North Central divisions show a larger ratio per million than the South Atlantic and South Central divisions, and the largest ratio of all is found in the New England States. The ratios shown in the States composing the Western division, with the exception of California, are of comparatively slight significance, because of the small numbers involved.

Maps 2 and 3 show, in contrast, the geographic distribution of the totally deaf and the partially deaf, and in studying these maps it will be remembered that the totally deaf consist largely of persons deaf from childhood and the partially deaf largely of persons deaf from adult life.

Degree of deafness.—Out of an aggregate of 89,287 deaf, 37,426 were reported as totally deaf, and 51,861 as partially deaf (Table 1).

TABLE 1.—*The Deaf, Classified by Degree of Deafness, Ability to Speak and to Read the Lips, and Means of Communication, with Respect to Period of Life when Deafness Occurred: 1900.*

Degree of Deafness, Ability to Speak and Read the Lips, and Means of Communication	Total	Period of Life When Deafness Occurred		
		Childhood (under 20)	Adult Life (20 and Over)	Unknown
Total	89,287	50,296	35,924	3,067
Degree of deafness:				
Totally deaf	37,426	33,148	3,483	795
Partially deaf	51,861	17,148	32,441	2,272
Ability to speak:				
Well	55,501	18,064	35,127	2,310
Imperfectly	9,417	8,545	618	254
Not at all	24,369	23,687	179	503
Ability to read the lips:				
Not stated	60,827	24,330	33,840	2,657
Stated	28,460	25,966	2,084	410
Can read lips	14,474	12,755	1,516	203
Cannot read lips	13,986	13,211	568	207
Usual means of communication:[1]				
Not stated	2,652	2,416	63	173
Stated	86,635	47,880	35,861	2,894
Sp — — —	58,601	20,477	35,630	2,494
Sp wr — —	557	500	44	13
Sp wr fg —	368	357	8	3
Sp wr fg si	4,049	4,016	7	26
Sp wr — si	195	185	7	3
Sp — fg —	68	59	5	4
Sp — fg si	205	200	3	2
Sp — — si	875	815	41	19
— wr — —	246	215	14	17
— wr fg —	776	760	7	9
— wr fg si	12,826	12,674	12	140
— wr — si	371	358	6	7
— — fg —	271	261	4	6
— — fg si	1,007	990	2	15
— — — si	6,220	6,013	71	136

[1] Contractions employed—Sp, speech; wr, writing; fg, finger-spelling; si, sign-language.

Table 1 reveals the fact that the vast majority of the totally deaf became deaf in childhood, before reaching the age of 20 years, whereas the majority of the partially deaf lost hearing in adult life (Diagram 8).

DIAGRAM 8.

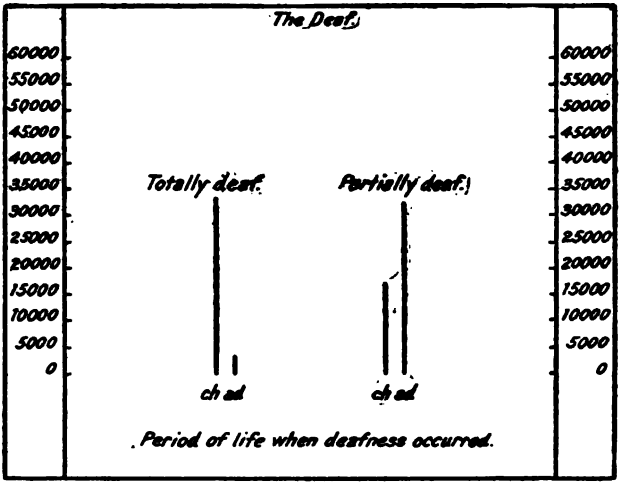
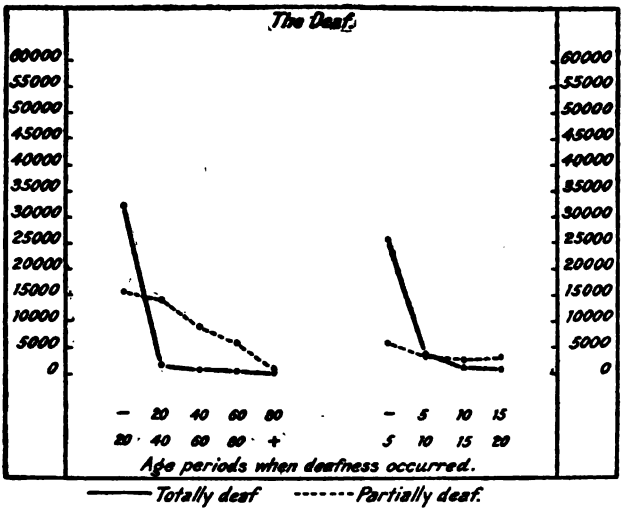


DIAGRAM 9.



In Table XI the totally and partially deaf are analyzed by the age at which deafness occurred.

From this table it appears that out of 35,479 totally deaf cases in which the age when deafness occurred was definitely stated, 91 per cent were totally deaf from childhood (under 20),

52 per cent were totally deaf from infancy (under 2), and 36 per cent were totally deaf from birth. More than half of the totally deaf lost hearing before they were 2 years of age.

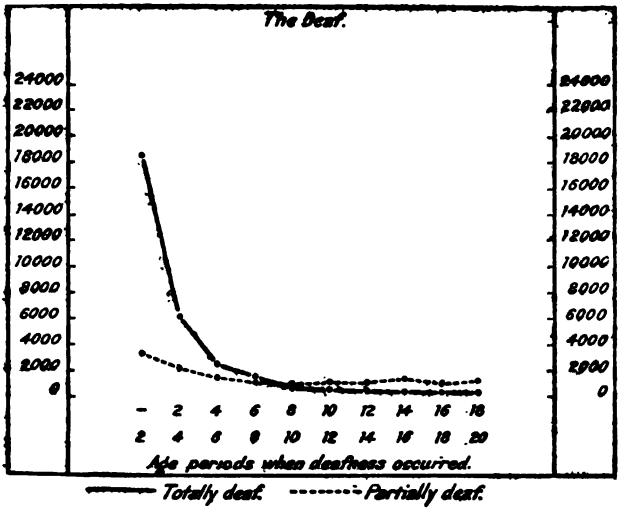
Of the partially deaf, about one-third became deaf before they were 20, one-third between 20 and 40, and one-third after reaching 40, approximately.

Table XI is illustrated by Diagrams 9 and 10.

TABLE XI.—*The Deaf, by Degree of Deafness and Age when Deafness Occurred.*

Age when Deafness Occurred	Total	Totally deaf	Partially deaf
Total	89,287	37,426	51,861
Age when deafness occurred:			
Unknown	3,067	795	2,272
Indefinitely stated	4,630	1,152	3,478
Definitely stated	81,590	35,479	46,111
Indefinitely stated:			
Childhood	2,347	988	1,359
Adult life	2,283	164	2,119
Definitely stated:			
Birth	14,474	12,609	1,865
After birth, under 2	7,396	5,998	1,398
Under 2	21,870	18,607	3,263
2 and under 4	8,259	6,072	2,187
4 and under 6	4,277	2,601	1,676
6 and under 8	2,955	1,617	1,338
8 and under 10	2,063	973	1,090
10 and under 12	1,830	626	1,204
12 and under 14	1,804	572	1,232
14 and under 16	1,915	457	1,458
16 and under 18	1,427	344	1,083
18 and under 20	1,549	291	1,258
Under 5	32,406	26,152	6,254
5 and under 10	7,018	3,718	3,300
10 and under 15	4,464	1,425	3,039
15 and under 20	4,061	805	3,196
Under 20	47,949	32,160	15,789
20 and under 40	16,588	2,021	14,567
40 and under 60	9,437	867	8,570
60 and under 80	6,595	374	6,221
80 and under 100	1,013	57	956
100 and over	8	.....	8

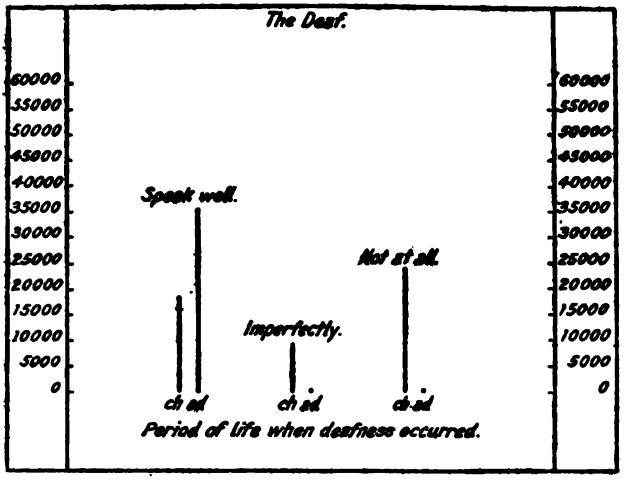
DIAGRAM 10.



Ability to Speak.—Out of an aggregate of 89,287 persons returned as deaf, 55,501 were able to speak "well," 9,417 "imperfectly," and 24,369 "not at all" (Table 1).

In the case of those who do not speak at all, the period of life when deafness occurred (whether childhood or adult life) is

DIAGRAM 11.



known in 23,866 cases, and of these, 23,687, or more than 99 per cent, became deaf in childhood, before reaching the age of 20 years.

The class "deaf from childhood" thus includes substantially all of the deaf and dumb (Diagram 11). This is true even if we include, as is usually done, "semi-mutes," who speak imperfectly, as well as "deaf-mutes" proper, who do not speak at all, among the deaf and dumb; for nearly 98 per cent of these two subgroups combined (deaf-mutes and semi-mutes) became deaf in childhood, before reaching the age of 20 years.

On the other hand, the majority of the deaf who speak well became deaf in adult life.

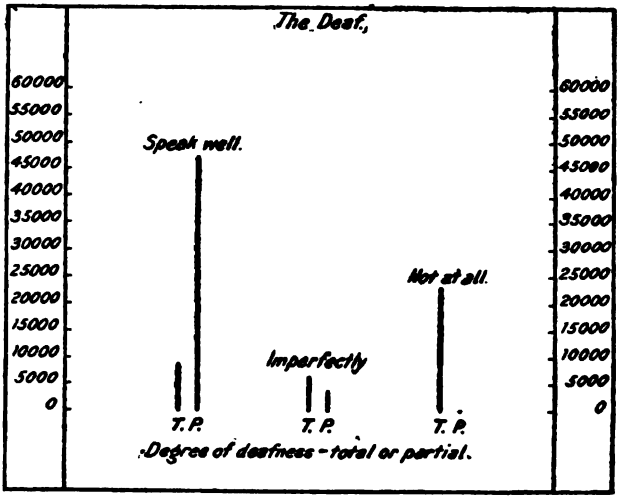
TABLE XII.—*Number and Per Cent of Deaf, by Period of Life when Deafness Occurred, Degree of Deafness, and Ability to Speak.*

Degree of Deafness and Ability to Speak	Total	Period of Life when Deafness Occurred				
		Unknown	Known			
			Total	Childhood (under 20)		Adult Life (20 and Over)	
				Number	Per Cent	Number	Per Cent
Total.....	89,287	3,067	86,220	50.296	58.3	35,924	41.7
Totally deaf.....	37,426	795	36,631	33,148	90.5	3,483	9.5
Partially deaf...	51,861	2,272	49,589	17,148	34.6	32,441	65.4
Speak well.....	55,501	2,310	53,191	18,064	34.0	35,127	66.0
Imperfectly.....	9,417	254	9,163	8.545	93.3	618	6.7
Not at all.....	24,369	503	23,866	23,687	99.2	179	0.8
Totally deaf:							
Speak well..	8,027	246	7,781	4,578	58.8	3,203	41.2
Imperfectly.	5,917	99	5,818	5,657	97.2	161	2.8
Not at all...	23,482	450	23,032	22,913	99.5	119	0.5
Partially deaf:							
Speak well..	47,474	2,064	45,410	13,486	29.7	31,924	70.3
Imperfectly.	3,500	155	3,345	2,888	86.3	457	13.7
Not at all...	887	53	834	774	92.8	60	7.2

In Table XII the returns of the deaf who speak "well," "imperfectly," or "not at all," are analyzed by period of life when deafness occurred (whether childhood or adult life) and by degree of deafness (whether total or partial).

Out of 24,369 deaf and dumb who can not speak, 23,482, or more than 96 per cent, were reported as totally deaf; and only 887, or less than 4 per cent, as partially deaf. Table XII is illustrated by Diagram 12.

DIAGRAM 12.



The small proportion of partially deaf is somewhat surprising, in view of the fact that it is a common practice in American schools for the deaf and dumb to summon the pupils in from the playground by the ringing of a bell. In 1888 experiments were made in a number of schools to ascertain the percentage of children who could hear this call, and out of 1,475 pupils tested, 304, or nearly 21 per cent, could hear the ringing of the bell[1]; but in the Census tables less than 4 per cent of the deaf and dumb are reported as partially deaf.

It may possibly be that in the case of the deaf and dumb there has been an overestimate of the number totally deaf, for the test of total deafness adopted, although perfectly applicable to deaf persons who can speak, is not so well adapted to distinguish

[1] See "Education of Deaf Children: Evidence of Edward Miner Gallaudet and Alexander Graham Bell, presented to the Royal Commission of the United Kingdom on the Condition of the Blind, the Deaf and Dumb, etc.; with accompanying papers, postscripts, and an index. Edited by Joseph C. Gordon, professor of mathematics, etc., in the National College for the Deaf, Washington, U. S. A.: Published by the Volta Bureau, Washington, D. C., 1892." Part II, query 21395. Also exhibit entitled "Facts and Opinions Relating to the Deaf in America," in the same volume.

the totally from the partially deaf among the deaf and dumb. In the Census tables these persons are returned as totally deaf who "can not be made to understand what people say even when they shout;" but the deaf and dumb have no knowledge of spoken language, and so could not "understand" even if they heard. Few Americans could be made to understand Chinese, even though the spoken words were shouted into their ears, but it does not necessarily follow that such persons are totally deaf; and spoken English is as unintelligible to the deaf and dumb as Chinese is to us.

On the other hand, the small proportion of partially deaf among the deaf and dumb is explicable without the assumption that the returns of the totally deaf are excessive. Articulation teaching has been pursued for a good many years in American schools for the deaf, and it is known that the partially deaf acquire speech more readily by instruction than those who can not hear at all, and this would result in comparatively few of them being returned as deaf and dumb; they would appear instead among those who speak, either well or imperfectly. This interpretation, upon the whole, seems more probable than the other.

The number of cases in which the period of life when deafness occurred is known (Table XII) forms the basis upon which the following percentages have been calculated: Thirty-four per cent of those who could speak well, 93 per cent of those who could speak imperfectly, and 99 per cent of those who could speak not at all became deaf in childhood, before reaching the age of 20. Sixty-six per cent of those who could speak well, 7 per cent of those who could speak imperfectly, and 1 per cent of those who could speak not at all lost hearing in adult life.

The following percentages have been calculated on the basis of the whole of the deaf who speak well, imperfectly, or not at all (Table XII): Fourteen per cent of those who could speak well, 63 per cent of those who could speak imperfectly, and 96 per cent of those who could speak not at all were reported as totally deaf. Eighty-six per cent of those who could speak well, 37 per cent of those who could speak imperfectly, and 4 per cent of those who could speak not at all were returned as partially deaf.

It will thus be seen that the ability to speak (whether well, imperfectly, or not at all) is largely dependent upon the period

of life when deafness occurred (whether childhood or adult life) and upon the degree of deafness (whether total or partial). A correlation exists between these three elements.

In Table XIII the deaf who speak well, imperfectly, or not at all are analyzed by the age when deafness occurred, and the results are shown graphically in Diagram 13.

Speaking broadly, about one-third of the deaf who speak well lost hearing before they were 20 years old, one-third between 20 and 40, and one-third after reaching 40.

Of the deaf who speak imperfectly or not at all, most lost hearing at a very early age—before they were five—and practically all became deaf before they were 20.

TABLE XIII.—*The Deaf, by Ability to Speak and Age when Deafness Occurred.*

Age when Deafness Occurred	Total	Ability to Speak		
		Well	Imperfectly	Not at All
Total	89,287	55,501	9,417	24,369
Age when deafness occurred:				
Unknown	3,067	2,310	254	503
Indefinitely stated	4,630	3,357	517	756
Definitely stated	81,590	49,834	8,646	23,110
Indefinitely stated:				
Childhood (under 20)	2,347	1,137	468	742
Adult life (20 and over)	2,283	2,220	49	14
Definitely stated:				
Birth	14,474	1,217	2,452	10,805
After birth, under 2	7,396	946	1,611	4,839
2 and under 5	10,536	2,669	2,228	5,639
Under 5	32,406	4,832	6,291	21,283
5 and under 10	7,018	4,324	1,279	1,415
10 and under 15	4,464	3,908	372	184
15 and under 20	4,061	3,863	135	63
Under 20	47,949	16,927	8,077	22,945
20 and under 40	16,588	16,215	283	90
40 and under 60	9,437	9,241	155	41
60 and under 80	6,595	6,453	113	29
80 and over	1,021	998	18	5
Under 20	47,949	16,927	8,077	22,945
20 and over	33,641	32,907	569	165

DIAGRAM 13.

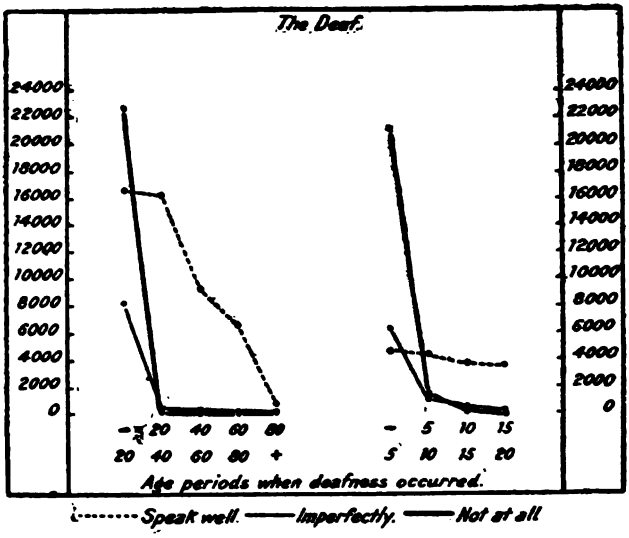
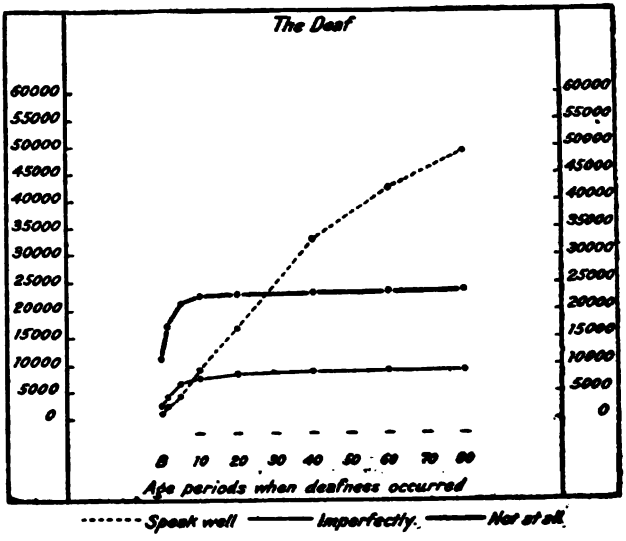


DIAGRAM 14.



A more exact statement is contained in Tables XIV and XV, illustrated by Diagrams 14, 15, and 16.

Table XIV shows the number and percentage of the deaf who speak well, imperfectly, or not at all, who lost hearing before reaching certain specified ages.

From Table XIV and Diagrams 14 and 15 it appears that substantially all of the deaf and dumb became deaf before they were 20, nearly all (98 per cent) before they were 10, and the vast majority (92 per cent) before they were 5. More than two-thirds lost hearing before they were 2, and nearly one-half were born deaf.

In the case of the semi-mutes, also, the vast majority (93 per cent) became deaf before they were 20, nearly three-fourths lost hearing before they were 5, nearly one-half before they were 2, and more than one-quarter were born deaf.

TABLE XIV.—*Number and Per Cent of Deaf, by Ability to Speak and Age when Deafness Occurred.*

Age when Deafness Occurred	Total	Ability to Speak					
		Number			Per Cent		
		Well	Imperfectly	Not at All	Well	Imperfectly	Not at All
All ages	89,287	55,501	9,417	24,369	.....	.....	.....
Age when deafness occurred:							
Unknown	3,067	2,310	254	503	.....	.....	.....
Indefinitely stated	4,630	3,357	517	756	.....	.....	.....
Definitely stated	81,590	49,834	8,646	23,110	.....	.....	.....
All ages	81,590	49,834	8,646	23,110	100.0	100.0	100.0
Under 80	80,569	48,836	8,628	23,105	98.0	99.8	99.9
Under 60	73,974	42,383	8,515	23,076	85.0	98.5	99.9
Under 40	64,537	33,142	8,360	23,035	66.5	96.7	99.7
Under 20	47,949	16,927	8,077	22,945	34.0	93.4	99.3
Under 10	39,424	9,156	7,570	22,698	18.4	87.6	98.2
Under 5	32,406	4,832	6,291	21,283	9.7	72.8	92.1
Under 2	21,870	2,163	4,063	15,644	4.3	47.0	67.7
Birth	14,474	1,217	2,452	10,805	2.4	28.4	46.8

DIAGRAM 15.

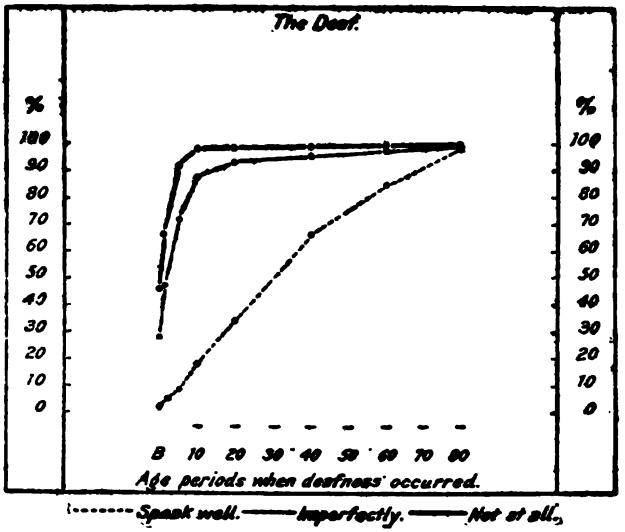


Table XV shows the percentage of the deaf who lost hearing before reaching certain specified ages—who speak well, imperfectly, or not at all.

TABLE XV.—*Per Cent of Deaf, by Ability to Speak and Age when Deafness Occurred.*

Age when Deafness Occurred	Total	Ability to Speak		
		Well	Imperfectly	Not at All
All ages	100.0	62.2	10.5	27.3
Age when deafness occurred:				
Unknown	100.0	75.3	8.3	16.4
Indefinitely stated	100.0	72.5	11.2	16.3
Definitely stated	100.0	61.1	10.6	28.3
All ages	100.0	61.1	10.6	28.3
Under 80	100.0	60.6	10.7	28.7
Under 60	100.0	57.3	11.5	31.2
Under 40	100.0	51.3	13.0	35.7
Under 20	100.0	35.3	16.8	47.9
Under 10	100.0	23.2	19.2	57.6
Under 5	100.0	14.9	19.4	65.7
Under 2	100.0	9.9	18.6	71.5
Birth	100.0	8.4	16.9	74.7

DIAGRAM 16.

TABLE XVI.—*The Totally Deaf, by Ability to Speak and Age when Deafness Occurred.*

Age when Deafness Occurred	Total	Ability to Speak		
		Well	Imperfectly	Not at All
Total..	37,426	8,027	5,917	23,482
Age when deafness occurred:				
Unknown	795	246	99	450
Indefinitely stated	1,152	259	213	680
Definitely stated	35,479	7,522	5,605	22,352
Indefinitely stated:				
Childhood	988	115	202	671
Adult life	164	144	11	9
Definitely stated:				
Birth	12,609	492	1,589	10,528
After birth, under 2	5,998	281	1,072	4,645
2 and under 5	7,545	580	1,489	5,476
Under 5	26,152	1,353	4,150	20,649
5 and under 10	3,718	1,373	975	1,370
10 and under 15	1,425	1,001	251	173
15 and under 20	865	736	79	50
Under 20	32,160	4,463	5,455	22,242
20 and under 40	2,021	1,852	99	70
40 and under 60	867	808	34	25
60 and under 80	374	346	15	13
80 and over	57	53	2	2

Table XV and Diagram 16 show that the proportion of the deaf who are deaf and dumb becomes progressively greater as the age when deafness occurred is younger.

In Table XVI (the totally deaf) and in Table XVII (the partially deaf) the returns are analyzed by the age when deafness occurred, so that it may be seen how far the degree of deafness (whether total or partial) modifies the results disclosed by Table XIII (Diagram 13).

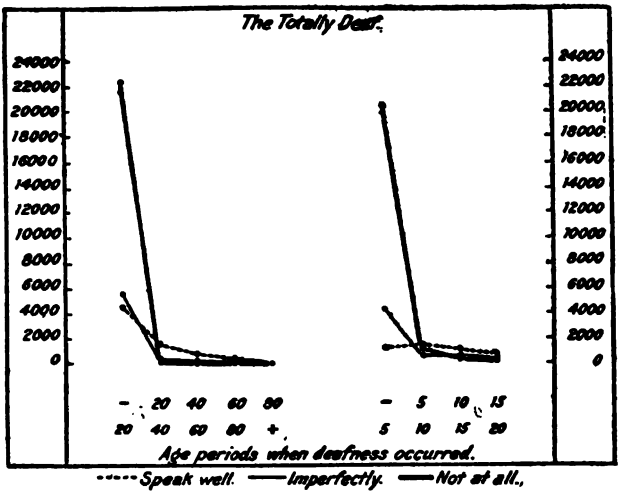
TABLE XVII.—*The Partially Deaf, by Ability to Speak and Age when Deafness Occurred.*

Age when Deafness Occurred	Total	Ability to Speak		
		Well	Imperfectly	Not at all
Total	51,861	47,474	3,500	887
Age when deafness occurred				
Unknown	2,272	2,064	155	53
Indefinitely stated	3,478	3,098	304	76
Definitely stated	46,111	42,312	3,041	758
Indefinitely stated:				
Childhood	1,359	1,022	266	71
Adult life	2,119	2,076	38	5
Definitely stated:				
Birth	1,865	725	863	277
After birth, under 2	1,398	665	539	194
2 and under 5	2,991	2,089	739	163
Under 5	6,254	3,479	2,141	634
5 and under 10	3,300	2,951	304	45
10 and under 15	3,039	2,907	121	11
15 and under 20	3,196	3,127	56	13
Under 20	15,789	12,464	2,622	703
20 and under 40	14,567	14,363	184	20
40 and under 60	8,570	8,433	121	16
60 and under 80	6,221	6,107	98	16
80 and over	964	945	16	3

Tables XVI and XVII are illustrated by Diagrams 17 and 18.

Comparing Tables XVI and XVII, it will be observed that comparatively few of the totally deaf speak well (Diagram 17), and comparatively few of the partially deaf speak imperfectly or not at all (Diagram 18).

DIAGRAM 17.

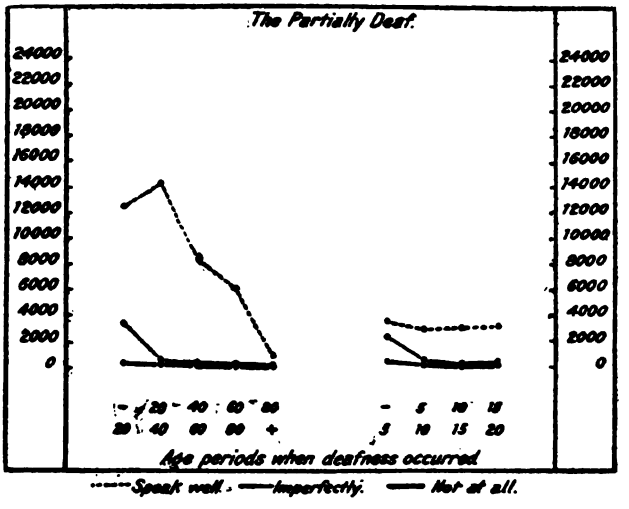


The deaf and dumb consist mainly of persons totally deaf from early childhood, under 5 (Diagram 17).

The deaf who speak well consist mainly of persons who became partially deaf in adult life (Diagram 18).

The deaf who speak imperfectly form an intermediate class, more closely affiliated with the deaf and dumb than with those who speak well (Diagrams 11 to 18).

DIAGRAM 18.



Correlated conditions.—While it is obvious that inability to speak is associated with inability to hear, where the deafness occurred in childhood, it is equally true that deafness itself, irrespective of the age when it occurred, is not necessarily associated with dumbness, for the majority of the deaf can speak perfectly well (Table XII), including several thousands of cases of persons totally devoid of the sense of hearing.

Neither partial nor total deafness, then, necessarily interferes with the power of speech, the controlling factor being the age or period of life when the deafness occurred. The earlier the age when the deafness occurred the larger the proportion who are deaf and dumb. The largest proportion of deaf and dumb is found among those who are born deaf (Table XV).

The condition of speech naturally resulting from deafness contrasted with the actual condition revealed by the census returns.—Period of life when deafness occurred: Birth.—A little consideration will show that all persons who are born deaf are naturally also dumb. The dumbness is a necessary consequence of the deafness, and not a defect in itself. We were all born dumb; and no one naturally acquires a language he has never heard. The deaf-born child, then, necessarily remains dumb after the age when others talk, because he has never heard the language the others have acquired.

It is not surprising, therefore, that a large proportion of the deaf from birth should be deaf and dumb. It is only remarkable that any at all should be able to speak. This is the fact that requires explanation.

Table XV shows that less than 75 per cent of the deaf from birth are deaf and dumb; 3,669, or more than 25 per cent, are reported as able to speak (Table XIII).

We can not attribute this result to inaccuracy on the part of the enumerators of the Twelfth Census, for the information did not come from the enumerators, but from the deaf persons themselves in answer to a circular letter of inquiry.

It may be possible that some of the deaf from birth who were only partially deaf possessed a sufficient amount of hearing to enable them to pick up imperfect speech for themselves by imitation in the natural way, although every effort was made by the Census Bureau to exclude from the returns persons who were

only hard of hearing. It is absolutely certain, however, that all those who were totally deaf from birth were deaf and dumb at some period of their lives; and yet no less than 2,081 are reported as able to speak. From Table XVI it appears that of these, 492 could speak well and 1,589 imperfectly.

These are by no means all of the deaf and dumb who appear in the returns of the Twelfth Census as speaking persons, as will be evident from the following considerations:

Speech is normally acquired through the sense of hearing by a gradual process of imitation extending through a series of years. If, then, deafness occurs before or during the formative period of speech, the natural result is that the person either remains dumb or tends to revert to the speechless condition; but once the formative period has been passed and the speech habit fully established, deafness no longer tends to produce dumbness or to materially affect the character of the articulation.

After birth, under 2.—Normal children do not begin to speak until they are about 2 years old. If a child becomes deaf before reaching that age, he fails to acquire speech just as though he had been born deaf. All persons who lost hearing before they were 2 years of age are naturally deaf and dumb.

Table XIII shows that 2,557 persons who became deaf after birth and under the age of 2 are returned as able to speak; 1,353 of these were totally deaf (Table XVI) and 1,204 partially deaf (Table XVII).

2 and under 5.—If a child loses his hearing after having commenced to talk and before reaching the age of 5, his speech at best is imperfect; and though he continues to speak for some time after he becomes deaf, he soon forgets how to talk. The memory of a little child is very short. No longer able to correct his pronunciation by hearing the speech of others, his articulation becomes more and more imperfect, until finally he becomes a deaf-mute. All persons who lost hearing after they had begun to talk and before reaching the age of 5 naturally belong to the class "deaf and dumb." They were not originally deaf-mutes but they have become so as time passed.

Four thousand eight hundred and ninety-seven persons who became deaf after 2 years of age and before reaching the age of 5 are reported as able to speak (Table XIII); 2,069 of these

were totally deaf (Table XVI) and 2,828 partially deaf (Table XVII).

5 and under 10.—Children who become deaf after 5 and under 10 years of age continue speaking in a more or less imperfect manner for a long time after they become deaf, but in process of time their speech becomes more and more imperfect; many become dumb, but most of them retain an imperfect articulation.

From Table XIII it appears that the majority of persons—4,324 out of 7,018—who became deaf between 5 and 10 years of age are returned as speaking well (totally deaf, 1,373; partially deaf, 2,951) instead of speaking imperfectly or not at all, which is the natural condition resulting from their deafness.

10 and under 20.—At or about the age of 10 most children have acquired the ability to read and write, and, as a rule, if a child becomes deaf after reaching the age of 10, he is able to read, although unable to hear what others say to him. He speaks perfectly, and the tendency to revert to the speechless condition is much less marked than in the case of those who become deaf at an earlier age. Inability to hear the speech of others naturally leads him to seek the society of books. Reading keeps up the knowledge of language he possessed before he became deaf, and also introduces to his notice multitudes of words that he does not know how to pronounce. Not being able to hear how they are pronounced by others, he naturally attempts to speak them as they are spelled; but, unfortunately, our written language is very unphonetical in its character, and the new words acquired through reading are pronounced in a very imperfect manner. Thus, in the case of persons who lost hearing after the age of 10 and under the age of 20, their speech, though perfect at first, becomes peculiar in process of time, and most of this class, especially the illiterate, gradually become "semi-mutes."

A smaller proportion, the minority, become absolutely deaf and dumb. This statement reflects the natural condition resulting from deafness occurring at this period of life.

From Table XIII it appears that 7,771 of those who became deaf after 10 and under 20 were able to speak well, only 507 imperfectly, and 247 not at all.

Adult life (20 and over).—There is no apparent reason why the speech of those who become deaf in adult life should be ma-

terially affected by their deafness, and although the total number reported as unable to speak is small (only 179, Table XIII) it is somewhat surprising to find that any of them are returned as deaf and dumb. We can only conclude that the dumbness in these cases did not result from deafness, but from other causes not specified in the returns.

General conclusions.—Deafness interferes rather with the acquisition of speech than with its retention after it has once been acquired, and the speaking habit fully established by usage.

Deafness occurring in adult life, therefore, does not materially affect the ability to speak; but deafness occurring in childhood does. This is well established by the returns of the present census; but it is obvious that in the case of those who became deaf in childhood the condition of the speech, as revealed by the census returns, departs very materially from the natural condition resulting from the deafness. Several thousands of persons are reported as able to speak, who would naturally—without special instruction in the use of their vocal organs—be deaf and dumb.

This result indicates either that the census returns are grossly erroneous regarding the ability of the deaf to speak, or that a great and beneficial work has been accomplished by our special schools for the deaf in imparting artificially, by instruction, the power of articulate speech to large numbers of the deaf and dumb.

The first hypothesis can not be entertained, for whatever errors there may be in the present census, they consist of omissions rather than of inaccuracies in the tabulated material. The information actually compiled is authoritative so far as it goes, because it came directly from the deaf persons themselves in answer to a letter of inquiry, or from parents, guardians, or friends intimately acquainted with the condition of the deaf persons considered, and is thus independent of any errors on the part of the original enumerators. The latter hypothesis is more probable and demands special consideration.

No less than 11,123 persons who became deaf before reaching the age of 5 are reported as able to speak (totally deaf, 5,503; partially deaf, 5,620). All of these, naturally, are deaf and dumb, excepting those of the partially deaf, who may be only slightly deaf, but even these belong to the class "semi-mutes," who are usually included in the returns of the deaf and dumb.

The totally deaf cases certainly—all of them—belong naturally to the class deaf and dumb.

Totally deaf from early childhood (under 5).—Twenty-six thousand one hundred and fifty-two persons are reported as totally deaf from early childhood (under 5). Of these, 5,503 are reported as able to speak (1,353 speak well and 4,150 imperfectly) Table XVI.

The obvious interpretation of the figures is that these persons have acquired speech artificially by special instruction.

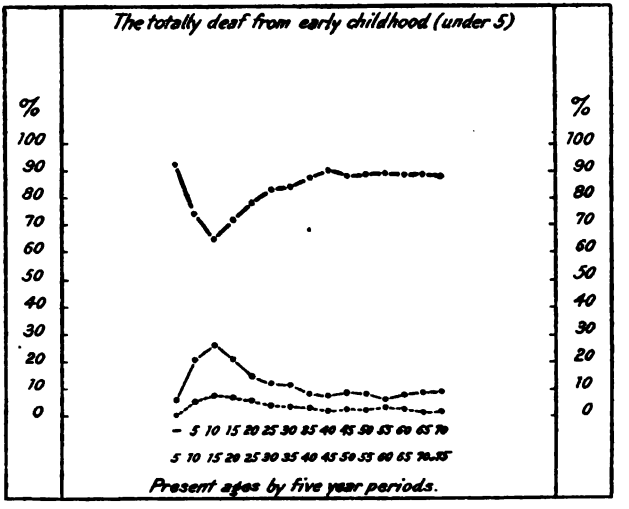
This conclusion is strengthened by the fact that the vast majority of the totally deaf from early childhood, as shown in Table XVIII, have attended special schools for the deaf where facilities exist for articulation teaching.

TABLE XVIII.—*Number and Per Cent Totally Deaf from Early Childhood (under 5), by School Attendance.*

School Attendance	Number	Per cent of			
		Total	Total schooling stated	Total attended school.	Total kind of school stated
Total	26,152	100.0			
School attendance:					
Not stated	592	2.3			
Stated	25,560	97.7	100.0		
Stated:					
Did not attend school	4,852	18.5	19.0		
Attended school	20,708	79.2	81.0	100.0	
Attended school:					
Kind of school—					
Not stated	449	1.7	1.7	2.2	
Stated	20,259	77.5	79.3	97.8	100.0
Stated:					
Special	19,124	73.1	74.8	92.4	94.4
Other	1,064	4.1	4.2	5.1	5.3
Both	71	0.3	0.3	0.3	0.3

Out of 20,259 cases where the kind of school attended is stated, 19,195, or 94.7 per cent, were educated in special schools including 71 persons who attended both special and other

DIAGRAM 19.



schools). These constitute nearly three-fourths of the total, or 73.4 per cent of 26,152 cases totally deaf from early childhood (under 5).

The conclusion that we are here dealing with cases of artificial acquisition of speech is still further strengthened and, indeed, rendered certain by an examination of the present ages of the above cases (Table XIX).

It is only within comparatively recent years that articulation teaching on a wholesale scale has been carried on in the United States; so that the majority of the deaf who have acquired speech artificially by instruction in school are comparatively young, few of them having passed middle life.

If, then, our conclusion is correct, we should naturally expect to find, upon examining the ages of the above cases, that the vast majority of the older persons who have passed middle life, and the vast majority of the younger persons who are under the school age, are deaf and dumb; whereas the proportion of deaf and dumb among those of intermediate age should be less—and progressively less, as the age is younger—down to some minimum well within the limits of school life, and this we find to be the case.

Table XIX shows the present ages of those who are totally deaf from early childhood, by five-year periods, and the number and percentage in each age group who can speak well, imperfectly, or not at all.

The results presented in Table XIX are shown graphically by Diagram 19.

TABLE XIX.—*Number and Per Cent Totally Deaf from Early Childhood (under 5), by Present Age and Ability to Speak.*

Present Age	Total	Ability to Speak					
		Number			Per Cent		
		Well	Imperfectly	Not at All	Well	Imperfectly	Not at All
All ages.....	26,152	1,353	4,150	20,649	5.2	15.9	78.9
Present age:							
Not stated.....	94	.....	13	81	.....	13.8	86.2
Stated	26,058	1,353	4,137	20,568	5.2	15.9	78.9
Under 5.....	846	5	55	786	0.6	6.5	92.9
5 and under 10 ..	3,245	192	651	2,402	5.9	20.1	74.0
10 and under 15 ..	4,399	383	1,160	2,856	8 7	26.4	64.9
15 and under 20 ..	3,784	281	795	2,708	7.4	21.0	71.6
20 and under 25 ..	2,422	150	361	1,911	6.2	14.9	78.9
25 and under 30 ..	2,424	96	293	2,035	4.0	12.1	83.9
30 and under 35 .	1,962	73	233	1,656	3.7	11.9	84.4
35 and under 40 ..	1,858	49	160	1,649	2.6	8.6	88.8
40 and under 45 ..	1,297	26	104	1,167	2.0	8.0	90.0
45 and under 50 ..	1,024	22	92	910	2.1	9.0	88.9
50 and under 55 ..	895	18	78	799	2 0	8.7	89.3
55 and under 60 ..	664	23	44	597	3.5	6.6	89.9
60 and under 65 ..	483	14	42	427	2.9	8.7	88.4
65 and under 70 ..	325	5	30	290	1.5	9.3	89.2
70 and under 75 ..	214	4	21	189	1.9	9.8	88.3
75 and under 80 ..	132	6	12	114	....	.....	.....
80 and under 85 ..	53	3	5	45	....	.....	.....
85 and under 90 ..	19	1	1	17	.....	.....	.....
90 and under 95 ..	10	2	.....	8	....	.....	.....
95 and under 100 .	2	.....	.....	2	.....	.....	.....
100 and over.	.....	.....	.....	.....	.....	.....	.....

Beginning with the older persons referred to in Diagram 19, we find that the proportion deaf and dumb approximates 90 per cent, the curve hovering pretty steadily in the neighborhood of the 90 per cent level down to the age group 40 to 45. From

this point the curve descends. The proportion deaf and dumb becomes less (or in other words the proportion able to speak increases) down to the age group 10 to 15, consisting mainly of children yet in school, of whom only 65 per cent are deaf and dumb. Below this age group the curve again rises, because many of the children under 10 years of age have not yet entered school and are therefore in their natural speechless condition.

Very few deaf children under 5 years of age have been brought under instruction, so that here the proportion deaf and dumb goes up to the normal 90 per cent level and beyond. It is only remarkable that it does not reach 100 per cent.

That these young children are not all deaf and dumb is doubtless due to the fact that some have only recently lost their hearing, and so have not had time to forget their natural speech; while others may have received speech instruction in a kindergarten way in schools receiving pupils under the usual school age. Infant schools for the deaf have recently made their appearance, receiving pupils as young as 3 or even 2 years of age, under the belief that deaf children can most readily acquire speech at the natural age when hearing children learn to talk.

The majority of those noted in Table XIX as able to speak, speak imperfectly; and this is consistent with the conclusion that they have been taught to articulate.

The artificial speech acquired by the deaf is rarely perfect. It is usually peculiar, like the pronunciation of a foreigner, and it has marked characteristics of its own. It is probable, therefore, that most of the deaf who have acquired speech by instruction are returned as speaking "imperfectly" rather than "well," excepting, perhaps, in the case of the partially deaf, many of whom, by instruction, acquire perfect speech.

Table XIX relates exclusively to the totally deaf from early childhood (under 5), which group includes the great mass of the deaf and dumb (84.7 per cent). Those who lost hearing at a later period of life, or who are only partially deaf, respond more readily to articulation teaching, and it is probable that a larger percentage of the deaf and dumb among them have been converted by instruction into speaking persons.

Table XX gives the number and percentage of pupils taught speech in American schools for the deaf from 1884 to 1904.

TABLE XX.—*Number and Per Cent of Deaf Taught Speech in Special Schools for the Deaf in the United States for Specified Years.*[1]

Year	Total Schools	Total Pupils	Number Taught Speech			Per Cent Taught Speech		
			Total	Wholly or Chiefly by Oral Method	Wholly or Chiefly by Auricular Method	Total	Wholly or Chiefly by Oral Method	Wholly or Chiefly by Auricular Method
1857...	20	1,721	.....	.....	.....	....	.....	.....
1863...	22	2,012	.....	.....	.....	.....	.....	.....
1866...	24	2,469	.....	.....	.....	.....	.....	.....
1867...	24	2,576	.....	.....	.....	.....	.....	.....
1868...	27	2,898	.....	.....	.....	.....	.....	.....
1869...	30	3,246	.....	.....	.....	.....	.....	.....
1870...	34	3,784	.....	.....	.....	.....	.....	.....
1871...	38	4,068	.....	.....	.....	.....	.....	.....
1872...	36	4,253	.....	.....	.....	.....	.....	.....
1873...	38	4.252	.....	.....	.....	.....	.....	.....
1874...	44	4,892	.....	.....	.....	.....	.....	.....
1875...	48	5,309	.....	.....	.....	.....	.....	.....
1876...	49	5,010	.....	.....	.....	.....	.....	.....
1877...	49	5,711	.....	.....	.....	.....	.....	.....
1878...	49	6,166	.....	.....	.....	.....	.....	.....
1879...	51	6,431	.....	.....	.....	.....	.....	.....
1880...	55	6,798	.....	.....	.....	.....	.....	.....
1881...	55	7,019	.....	.....	.....	.....	.....	.....
1882...	55	7,155	.....	.....	.....	.....	.....	.....
1883...	58	7,169	.....	.....	.....	.....	.....	.....
1884...	61	7 482	2,041	.....	.....	27.2	.....	.....
1885...	64	7,801	2,618	.....	.....	33.5	.....	.....
1886...	66	8,050	2,484	.....	.....	30.9	.....	.....
1887...	69	7.978	2,556	.....	.....	32.0	.....	.....
1888...	73	8,372	3,251	.....	.....	38.8	.....	.....
1889..	73	8.575	3,412	.....	.....	39.7	.....	.....
1890...	77	8,901	3,682	.....	.....	41.3	.....	.....
1891...	77	9,232	4.245	.....	.....	46.0	.....	.....
1892[2]..	80	7,940	3,924	1,581	.....	49.4	19.9	.....
1893...	79	8,304	4,485	2,056	80	54.0	24.7	0.96
1894...	82	8,825	4,802	2,260	109	54.4	25.6	1.24
1895...	89	9,252	5,084	2,570	149	54 9	27.7	1.61
1896...	89	9,554	5.243	2,752	166	54.9	28.8	1.74
1897...	95	9,749	5,498	3,466	162	56.4	35 6	1.66
1898...	101	10,139	5,817	3,672	116	57 4	36.2	1.14
1899 ..	112	10,087	6,237	4,089	128	61.8	40.5	1.27
1900...	115	10,608	6,687	4,538	108	63.0	42.8	1.02
1901...	118	11,028	6,988	5,147	73	63.4	46.7	0.66
1902...	123	10,952	7,017	4,888	63	64.1	44.6	0.58
1903...	128	11,225	7,482	5.433	100	66.6	48.4	0.89
1904...	133	11,316	7,601	5.508	154	67.2	48.7	1.36

[1] Compiled from the American Annals of the Deaf.

[2] Figures for 1892 and subsequent years refer to number of pupils present upon a specified day (Nov. 15). Before 1892 they indicate the number present during the calendar year, including portions of two school years.

[For the year 1905 the Annals report 128 schools with 11,344 pupils; number taught speech, 7,700, or 67.9 per cent; number taught wholly or chiefly by the oral method, 5,733, or 50.5 per cent; number taught wholly or chiefly by the auricular method, 149, or 1.31 per cent.—EDITOR REVIEW.]

Of the deaf and dumb admitted to American schools for the deaf, the proportion receiving instruction in the use of their vocal organs increased from 27.2 per cent in 1884 to 41.3 per cent in 1890 and 63 per cent in 1900.

Since 1900, the year to which the census statistics specially relate, the percentage has continued to increase. The latest available statistics from the Annals (those for 1904) show that more than two-thirds of the whole, or 67.2 per cent, were then taught speech. Still later statistics have been published by the Association Review, Volume VII, page 282, showing that in 1905 (March 31) 69.1 per cent were taught speech.

The above statistics (Table XX) afford a satisfactory explanation of the fact that several thousands of persons who naturally belong to the class deaf and dumb appear in the returns of the Twelfth Census as speaking persons. The power of speech has been acquired in these cases by instruction in school.

(*To be continued.*

A REPORT ON VISITS TO EUROPEAN AND AMERICAN INSTITUTIONS.

A PLEA FOR THE STUDY OF THE DEAF CHILD AND FOR THE TEACHING OF SPEECH TO THE SEMI-DEAF AND SEMI-MUTE.

JAMES KERR LOVE, M. D., GLASGOW, SCOTLAND.

[This pamphlet, by Dr. James Kerr Love, aurist of the Glasgow Institution for the Deaf and Dumb, is "A Report on Visits to European and American Institutions for the Education of the Deaf, during the years 1904–1906." It is a most interesting document as giving the observations of a man who, though not experienced in the actual instruction of deaf children, shows rare insight as to the merits of the work seen by him, and as to the merits of the various systems of instruction to which he gave special attention and study. So far as the report relates to American schools, we may say it is an unusually accurate and fair word photograph of the actual conditions, and we welcome it the more for this reason, for, speaking as an American and for Americans, we like nothing better than to see ourselves as others see us; so when foreigners visit us, we ask that they tell us what they see and above all things the full, exact truth—the truth even though it hurts. For we well know the principle that where the truth hurts most it helps most. We know, too, that our systems are not perfect; indeed, we know they are far from perfect, and we appreciate the fact that our very closeness to them, together with our natural but unreasonable prejudices, makes clear views and perfectly fair judgments on our own part almost impossible. Hence, as we have said, we welcome the visits of foreigners to our schools, but welcome even more their reports of their visits. Foreign observers and critics are primarily unprejudiced, and they see things with all the advantage of perspective, and causes and effects in all their logical relations and sequences, hence the value to us of their judgments and their criticisms.

Dr. Love's report we here reproduce in full, not only that our readers may enjoy what we have enjoyed in its perusal, but that it may have preservation as a document for reference purposes and its historical values. —EDITOR REVIEW.]

A careful outlook on the field of deaf-mute education, as that field is displayed in the chief countries of Europe, in Britain, and in North America, shows some striking phenomena.

In Germany all the deaf are taught to speak—that is, they are taught by the oral method, and no finger-spelling is allowed. In France the oral method is chiefly in use, although thirty or forty years ago nearly every French child was taught by the finger method. In Britain the fate of the deaf child depends much on the part of the country in which he happens to

be born—if within the sphere of influence of an oralist, he is taught to speak; if not, he is taught to use his fingers. In America the same state of affairs holds as in Britain. In one district of New York he will be taught to speak; in another, he is likely to learn little but finger-spelling. In Washington he will not learn to speak; in Philadelphia he will.

A glance at the history of the education of the deaf displays the same startling phenomena. I have noticed the change of practice in France; in Italy the same change has taken place. Fifty years ago there was hardly any oral training; now there is hardly anything else. In 1815 Mr. Gallaudet came from America to Edinburgh to see the oral work of Dr. Watson and Mr. Kinniburgh, and to take back the oral method to the New World; but access to the Edinburgh school was denied him, and Mr. Gallaudet went to France, and took home the finger method. This accident committed the United States to the finger method for over half a century, and at the present time, nearly a century after Gallaudet's journey to Scotland, there is no unanimity in America as to the education of the deaf.

Contact with living teachers, and with the teaching methods of today, shows no approach to agreement. Mr. Van Praagh told me that all the deaf, except the idiot and the blind, should be taught by the oral method. Dr. Gallaudet recently took me over the Kendal School and Gallaudet College at Washington, and I saw hardly any evidence that oral teaching existed in that city.

Mr. Henderson, the Glasgow missionary to the adult deaf, told me of several local deaf-mutes on whose oral education by private tuition large sums had been spent, but who in the end took refuge in finger-spelling. On the other hand, I have met deaf-mutes who never had the advantage of private tuition, but who spoke distinctly, and lip-read with scarcely an error.

Now, it is not the teacher of the deaf who is at fault. Many teachers, it is true, are so full of their method that they cannot see the deaf child for their method. Teachers have divided themselves into opposing camps of oralists and manualists, and until this opposition cease, the deaf child must suffer. But I have probably visited more schools for the deaf than any living medical man, and I have met no more devoted, patient, and laborious set of women and men than the teachers of the deaf.

Nor is it the systems of education, as such, that are at fault. I doubt very much whether either the methods by hand-spelling or by speech and lip-reading will ever be much improved,[1] and I feel sure that we have already far too many combinations of these. Further, I doubt very much whether there is any less satisfactory and more dissappointing chapter in the history of education than that in which teachers advocate the claims of the special methods of education which they recommend. Neither are there any differences in the deaf themselves to explain the differences in the

[1] We do not find it possible to agree with Dr. Love in this conclusion, and this from the fact that our best, and in every way most successful schools—those where we would expect to find the limits of improvement to have been already reached, if such limits did indeed exist—are today the schools where the greatest progress is actually being made in the development and improvement of the methods employed.—EDITOR REVIEW.

practice of their educators. The causes of deafness, and the degrees of it, are the same in Germany as in America, the same in Britain as in France. Geographical distribution, except within the very narrowest limits, makes no difference. Nor does time alter the incidence of the deafness which produces dumbness. Except, again, within the narrowest limits, the causes of deaf-mutism are the same from one decade to another.

How, then, comes this apparently accidental management of the education of the deaf? Why should what is universally practised in Berlin be almost as universally ignored in Washington, and why should what is right in 1856 in Paris be wrong in 1906? Why, in a single question, have teachers of the deaf divided themselves into two opposing camps for two or three hundred years, and why is there now no real progress towards unanimity? ***Because the deaf have been, and still are, regarded as a homogeneous class, which they are not.*** They are brought together into large buildings and taught by a single method, when no one method can be successfully applied to them.

This statement applies to the oral and hand alphabet methods alike, and it applies with less force, but over a larger area, to what is known as the combined method. In an oral school, at least the semi-deaf and the brighter amongst the totally deaf will get justice. In a hand alphabet school, the totally deaf for the most part get justice, though the semi-deaf and the brighter amongst the totally deaf suffer; but in a combined school, the best is done for neither class. I think, therefore, the combined method does not supply the solution of the problems connected with the education of the deaf.

I am convinced that the motto of the future must be, ***Forget the system, study the deaf child.*** The deaf child, gentlemen, always the deaf child. Make an inventory of his faculties. Measure his hearing, and use what remains to the utmost. If he has any speech, save it for him as the most precious of his possessions. Test his eyesight, and correct its faults. If you do not expect a deaf boy to hear you, do not expect a blind boy to read your lips. Get at his family history. Do not look for a brilliant pupil of any kind from a badly tainted paternity. If he was born hearing, get at the cause of his subsequent deafness. Do not expect a boy who has suffered from meningitis to become a brilliant language pupil. Examine his nose and throat. Do not expect a deaf boy with abundant adenoid growths to speak well; a hearing boy with the same obstruction speaks badly. If the boy is in bad general health, improve that. You cannot expect a hungry, rickety child from the East-End of Glasgow to become all at once a brilliant pupil by any method. If you will give me answers to half a dozen questions such as the above, I will tell you in most cases by what method the child should be educated. ***But the method must wait on the child, not the child on the method. The deaf child first, always the deaf child first.***

After what I have said about the deaf child, you will not expect me to be the advocate of any one system of educating the deaf. The student of the deaf child, as I have outlined him, will never magnify his system. After wandering about the world amongst oralists and finger-spellers, watching the work of both, and listening to the criticisms of each on the other, he is apt to exclaim, "A plague on both your houses," and his only refuge is the deaf child. The two systems which these gentlemen represent are excellent as systems, so excellent and so complete that I regard them as finished products. I doubt if any more accurate, more efficient, and more rapid means of communication will ever be used by the deaf

who cannot be taught to speak than our present hand alphabets. And, again, I doubt if the oral method of teaching the deaf, as at present used in certain schools in Germany and America, will ever be much improved upon. Hence, I assert *that further progress in the education of the deaf-mute depends not on the study of methods of education, but on a study of the deaf themselves, a study which will give a scientific classification, and which will enable existing methods to be applied with greater efficiency.* This statement leads me to divide this enquiry into two parts—

1. How are the deaf taught at present in the most progressive countries in the world?

2. What does a study of the deaf child point to as the best classification?

I proceed now to answer the first of these questions. I will take the schools of Germany and America as representing the advance guard of deaf-mute education or rather educational systems. The German plan of teaching the deaf by the universal application of the oral method is like the fitting of all kinds of sight defects with one type of eye-glass. In a school like that at Frankfurt where the pupils are picked, where no weak ones are admitted, and where money is lavishly spent in the getting of good results, it is a success. In a school like that at Dresden, one of the largest in Germany, a fifth of the whole are regarded as weak, and are allowed natural signs to help the oral method. In nearly every institution in Germany, teachers may be met who find a section of their pupils so dull that they either use signs to help their pupils, or admit that they would like to do so. The adult deaf of Germany, like the adult deaf elsewhere, sign a good deal amongst themselves. I am not speaking of finger-spelling, of which there is none in Germany, but of mimic gestures, without which the teaching of many of the deaf is unspeakably laborious and sometimes impossible. Germany may never leave the oral system, but I feel sure that with regard to the duller of her deaf children, some departure from pure oralism will be taken. In Berlin many of the semi-deaf are sent to the board schools, where special arrangements are made for them, so that the number of this class in the institutions for the deaf in that city is less than half what it is elsewhere. Were this done all over Germany and were special classes for the semi-deaf created in all hearing schools, I think the oral system would have but poor results to show in Germany, for there, as elsewhere, the oral system has most of its successes amongst those who have a good deal of remaining hearing and speech. Oralism and the German system have been so long and so closely associated that for a long time in almost all minds, and still in many minds, the two rank synonymously. And Germany stands so thoroughly committed to oralism that although most of the arguments for a more scientific classification are based on the work of her clincical observers, she will, I think, be the last of the great countries to educate her deaf rationally. But in time, even in Germany, the mist of systems will fall from her eyes and she will behold "the deaf child."

In America things are different. There is no American system of educating the deaf. By an accident the finger-spelling or manual alphabet system got the start. But perhaps the accident matters less than it seems. Had the oral system been introduced in 1815, and had it been as rigidly applied as in Germany, I believe the receptive and thorough American would have cast it off before now, and the visitor would have found in the United States very much what I found in the early summer of this year, viz., opposing systems so highly walled-in that it is only now and then one can get a glimpse of the deaf child. The deaf child has never been studied in America as I have outlined his study; but he is being experimented with on a colossal scale. More money is being spent on him than in any country in the world, and although not the shortest, nor the

cheapest, nor in any sense the best way, this is one way of getting at the truth—and the Americans will get at the truth whatever it costs. Already classification of a kind begins to show itself in the larger institutions. At Mount Airy, Philadelphia, an oral school with over five hundred pupils, 6 per cent. are admittedly oral failures and are treated by a separate method. At Washington Heights, New York, a combined school, also with other five hundred pupils, separate classes exist for the semi-deaf, who are taught exclusively by the oral method. Both institutions are under the care of very able men.

Comparing the oral with the combined schools of the United States, I found that the best results and the most intelligent pupils were the product of oral teaching. I think the orally taught deaf of the United States are the best taught deaf in the world. I am referring to the finished product, when the child leaves the institution, and I am referring to general intelligence and fitness for the work of life. At Northampton, one of the best of the American oral schools, it is held that at any stage of the deaf child's education the orally taught is in advance, intellectually, of the manually taught or those taught by the combined system. I think the attention required in the early years for acquiring articulation may delay the child's general progress for a time, but after the fifth school year the oralist is abreast of the manually taught, and during the remaining years he slowly forges ahead, until, at the end of his school career, the American orally taught child is the best taught deaf child in the world. The school career of the American deaf child is longer than that of the German. The latter is eight years, the former ten or twelve years. These extra school years give the American deaf these advantages:

1. He leaves school when his education has brought him more nearly in line with his hearing fellows.

2. During the later years he has carried on, in addition to his intellectual development, a thorough training in some trade, for the larger American schools are fully equipped with trade departments.

3. As Mr. Nelson, of Manchester, has pointed out, these additional years spent in school, say till the age of 18 or 20, are important in another respect. In Britain when the lad leaves the school, say at 15 or 16, "he meets with bad companions, unsympathetic benchmates, and his spare time is filled up in a vacant and unprofitable way. Under the American plan this difficult time is bridged over, and when a young man leaves the gates of the school, he goes out self-reliant and well fitted in every way to take his part as a citizen of the world."

In America at present there is a tendency not only to keep the youth at school late into his life, but to take the child in hand very early. This may be seen in Boston, under Miss Fuller, but on a larger scale at Bala, near Philadelphia, under Miss Garrett. This lady, who carries on her late sister's work with great enthusiasm and ability, does not believe in the institutional plan of educating the deaf. Her own school is a residential one, it is true, but she regards it as a substitute for bad homes. From these homes she takes the children at 4, 3, or even 2 years of age, and keeps them continually under her care, even during the summer vacation, till they are able to enter the ordinary hearing schools, say six or eight years later. The education is purely oral. About Miss Garrett's success whilst the children are with her I have no doubt, but I doubt much the wisdom of handing such seriously handicapped children over to the ordinary schools for the hearing, and there is a good deal of difference of opinion amongst American teachers as to the results of this step.

At the other end of the deaf child's educational life, America has been conducting for many years another great experiment, in the shape of Gallaudet College, Washington, where the deaf youth or young woman may take a university course, and graduate like hearing men and women.

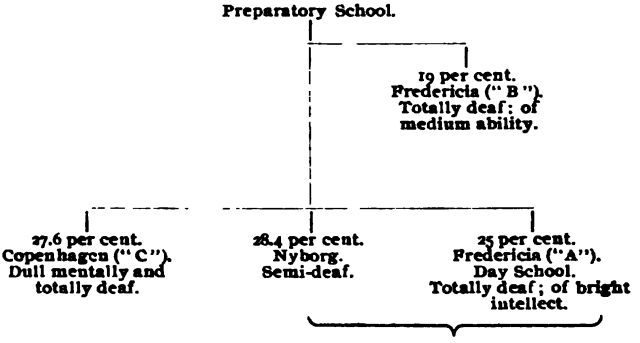
Now Gallaudet College has shown that the brightest among the deaf are capable of high intellectual and scientific attainment, but I do not think other colleges of this sort should be founded throughout the world. Descriptive lectures are not of great value in the universities of the country, and there is no reason why the intellectual deaf should not attend the ordinary universities. Into the practical courses of these institutions they could easily enter, whilst tutorial classes for their help could easily be attached to the ordinary lecture courses. Some of the deaf in the United States actually attend the ordinary universities.

But is there no country on either side of the Atlantic where systems are subordinated to the deaf child himself, and where teaching based on a scientific classification is carried on? Fortunately there are two small states in Europe which are in advance of all the world in this matter, and from which I believe much may be learned. These are Denmark and its neighbor, Schleswig-Holstein, once a part of itself. In Denmark the deaf are classified on the basis of remaining hearing, in Schleswig on the basis of intelligence. These classifications differ less than they seem, for I will have to show you that, with certain exceptions, which find their counterparts amongst hearing children, they are nearly identical; in other words, the most intelligent amongst the deaf are those with remaining hearing and speech. The Danish and Schleswig systems find themselves at one in this, that whilst they educate some of the deaf on the oral system, they recognise that a large number should not be so educated, and frankly consign these to separate schools, where pure oralism is not attempted. The teaching of the deaf in Schleswig and Denmark is therefore worth a little detailed study.

Denmark is a small country, with a population of a little over two millions, and a deaf-mute ratio of about 1 to 1,600 of her population. At present the deaf population of school age numbers about 334, and the arrangement for the education of these children is as follows:—All deaf children are sent, to begin with, to Fredericia, in the south of Jutland or West Denmark, where they enter a preparatory school. At the end of a year those who have any considerable remaining hearing, that is, those who hear vowels, are removed to Nyborg, a town on the island of Funen or Middle Denmark, where they attend a day school and are educated by the oral method. No distinction is made between the dull and bright amongst these semi-deaf children. Most of them are bright children, but there are some dull children amongst the semi-deaf, as there are amongst hearing children. Only totally deaf children are now left at Fredericia, and at the end of the second year these are again reviewed, and the dull amongst them are taken from this preparatory school and sent to Copenhagen, the capital of Denmark, situated in the east of the country. In Copenhagen these totally deaf children of dull intellect are taught by finger-spelling, and no time is spent on oral training. This is the essence of the Danish system, and it seems to me to recognise the first great fact which emerges from a study of the deaf child. *It is not worth while trying to educate by the oral method a mentally dull child who is totally deaf.*

The mentally dull and totally deaf children of Denmark are called the "C" children. At Fredericia two classes are left, designated "A" and "B" respectively, but both totally deaf. The distinction between them is on the basis of mentality, the "A" class being the brighter. Some of those are brighter than some of the semi-deaf at Nyborg. They are educated at a day school at a distance from the preparatory school, by the oral method, and care is taken that this oral training is encouraged at the homes at which they board. The "B" children—the totally deaf of medium mentality—remain in the preparatory school, where they also are taught orally. A diagram, with accompanying percentages, will make these arrangements clear.

DISTRIBUTION OF SCHOOLS FOR THE DEAF IN DENMARK.



The actual figures for the spring of 1905, and the corresponding percentages, were as follows:

Preparatory school at Fredericia,	. . .	70	pupils (unclassified).		
"A" " "	. . .	66	"	or 25	per cent.
"B" " "	. . .	50	"	19	"
"C" " Copenhagen,	. . .	73	"	27.6	"
Semi-deaf " Nyborg,	. . .	75	"	28.4	"
				100	"

The Danish system of educating the deaf, or rather of classifying the deaf for educational purposes, is, in my opinion, too complicated, and may be faulty in some of its details. For instance, I see no reason why the "A" children of Fredericia should not go along with the semi-deaf of Nyborg into one oral day school or residential institution. Both are taught by the oral system, both attend a day school, and both, I shall try to show you, master the oral system so thoroughly that they keep up their speech in adult life. Nor do I see why the "B" children of Fredericia should not go along with the "C" children of Copenhagen. Both occupy residential institutions, and I fear many of these "E" children never make oral successes. This would reduce the Danish schools from five to two, for the preparatory school might be a division of the oral school. But I heartily agree with Mr. Addison when he says that "in this small but progressive country of Denmark, we found the most thorough organization for dealing with the problems of deaf-mute education on a scientific basis."

Let us see, now, how the Schleswiger deals with the difficult problem. Schleswig is smaller than Denmark, has a population of about a million and a quarter, and last year there were 132 children under instruction in the schools, of which there are two, both in the town of Schleswig. The Schleswigers do not separate the totally deaf from the semi-deaf like the Danes, but the proportion of the latter is almost the same as in Denmark, viz., 30 per cent. The Schleswigers classify their deaf on the basis of mental brightness, or, as the Americans say, on the basis of mentality. All the children go to a preparatory school. After two years the dullest, now called the "C" class, are set aside. It is not necessary to remove them from the preparatory school, for all teaching is by the oral method as in Germany, but these "C" children are allowed the help of free signing in their education. The brighter children, now classed as "A" and "B,"

are removed to a well-appointed day school, about a mile and a half from the preparatory institution, and taught by the oral method. The basis of classification is mentality, not remaining hearing, but the day school contains a much larger proportion of the semi-deaf than the residential institution. The Schleswig system of classification is faulty, in that it takes too little notice of the semi-deaf, and it insists on the oral training of all the deaf, however dull in intellect.

Even were the accommodation for the deaf children of Glasgow ample, I should press on you some modification of the present arrangements. I am the more encouraged to do so because the accommodation is not sufficient, and because I see an opportunity which rarely arises in the history of any institution. I believe it is in your power to establish one of the most efficient centres for the education of the deaf in the world. This would be done by a combination of the Danish classification with American thoroughness.

All the deaf should pass through a preparatory school, where for one or at most two years they should have a chance of education by the oral method. This school should be able to accommodate from thirty to forty pupils, and may either be near the present institution or form part of a new oral school. In this preparatory school a scientific inventory of all the faculties of every deaf child would be made. Such a scientific study, together with the experience of the teacher of these children, would enable the first great step in the classification to be taken, viz., *the separation of those who are likely to be worth training orally from those who should not be so trained.* The former would consist of almost the whole of the semi-deaf and the brightest of the totally deaf, or, referring to the Danish classification, the Nyborg children *plus* the "A" children of Fredericia. A few of these semi-deaf children might be dull children with bad memories, but if their speech be good they should still be kept in the oral school. These semi-deaf and "A" children should now be removed to a new oral school built at a distance from the present institution. The rest of the children would remain at the present institution, where they should be taught by a finger-spelling or a combined method. They would be known as the "B" children of the Glasgow school.

The semi-deaf and the "A" children would form about 40 per cent. of the whole with the present eight years' school course. So much for the European or Danish Schleswig part of the new Glasgow system. Now for the American part. The school course should be extended from eight to ten or twelve years, and the last part of the course, say the last four years, should be half intellectual and half trades in its arrangement. Many of the apparently intellectually dull would have their intelligence awakened by the application of their hands, and those who continued this extended course would leave the institution fit for their several places in life, and would, like many of the American deaf, make a place for themselves in society such as the British deaf-mute seldom does. Were the school course extended to ten or twelve years, I think the oral school would contain a majority of the pupils.

The study of the deaf child acquires an additional interest and importance at the present time, because in the English Education Bill now before Parliament a clause has been introduced which involves the medical examination of all school children entering the elementary schools, and there is little doubt that such examination will be carried out in Scottish schools at an early date. It should be gratifying to you to know that your institution has led the way in this matter in Britain, for such an examination of your children has been conducted already for fifteen years. I advise you, however, to appoint an eye surgeon to examine the eyes of the children on admission, as some children progress slowly because of remediable defects of sight. I found this carried out at some of the American institutions.

Of course, the cost of education of the deaf would be greater than at present. America spends nearly twice as much on her deaf as we in Glasgow do, and Germany at least a third more. Denmark, like Germany, spends nearly a third more than we do on the education of her deaf. Canada spends £43 per head on her deaf children, much more than we in Glasgow[1] do. But both the community and the State would gain in the long run, for the deaf would be more self-supporting, or rather, more of them would be self-supporting, and a larger number of them would be restored to the society of the hearing.

You must have noticed that I have had much to say of the semi-deaf and semi-mute, those with some hearing and speech; that, indeed, I have been pleading for the salvage of these lost faculties. Wherever you have bright pupils in a large class, most of the bright ones are the semi-deaf and semi-mute. In the highest classes of all institutions, amongst the children who have been found fit for the most intellectual work, the proportion of the semi-deaf and semi-mute is larger than in the lower classes. The importance of remaining speech and hearing then can hardly be exaggerated, and these can never be too assiduously cultivated.

The Danish system, I said, recognised the fact that it is not worth while trying to educate a mentally dull child, who is totally deaf, by the oral method. The Danes have 27.6 per cent. of these. We and they alike have about the same number of semi-deaf and semi-mute, and I would put as a statement of the second great fact which emerges from this study, this—*The semi-deaf and semi-mute, which form about a fourth part of the deaf children of all countries, should be taught by the oral method alone, and only in a few cases will this fail to give satisfactory results.* To continue longer to educate these semi-deaf children by a finger-spelling or a combined method would be a grave mistake. The new school which I would found would contain, whoever else, these semi-deaf and semi-mute children, and on its corner-stone there might well be engraved, "Speech for the semi-deaf."

Speech is like a beautiful building. Silently, with never a whisper from the growing child, its foundations are laid. But the sound of his mother-voice is ringing in his ears and the word he has heard a hundred times he soon tries to produce. The delighted mother erects a scaffolding of signs and gestures to help the efforts of the child. Slowly but gracefully rises a building, pillar and capital, tracery and moulding being added, till a spire appears at the top which points to Heaven. So is it in this building up of human speech. The rough, uncouth syllables are hewn into more beautiful form by the tender mother, every encouragement is given to the efforts of the child till words become sentences. Broken and but half understood at first, words have to be supplemented by signs and assisted by gestures, and so valuable are such sign and getures, that throughout adult life most speech which is worth listening to or which the speaker wishes to be more than usually effective, is freely adorned with them. But in the hearing child they are no permanent part of the structure. Like the scaffolding they are soon done away with, and the speech of the child grows, word on syllable, sentence on word, premiss on sentence, and conclusion on premiss, till a structure arises which is one of the few possessions man does not share with the lower creation, and which is the ladder by which his thought is led to God.

In the deaf child the process of speech building is more laborious and the result is never so beautiful. But it is nevertheless the unquestionable right of the deaf child to have the effort made for him, and at least in the case of the semi-deaf and semi-mute the effort will usually succeed. Every scrap of hearing should be used, every vestige of speech saved.

[1] The Glasgow rate at present is about £35 per head per annum.

The scaffolding of signs and gestures may have to be reduced to a system and kept up for a longer period, but the building itself must be of words and sentences which must be spoken as well as may be. As soon as expedient the scaffolding of signs and gestures must be removed, if the speech of the deaf or even of the semi-deaf is to be worth anything, and although, as in the repairing of the building to which I have likened it, the scaffolding may have to be re-erected from time to time, it must be no part of the permanent structure and must only be used in times of stress or disaster.

Nearly five hundred years ago Donatello, the greatest of the early Tuscan sculptors, lived at Florence. All Florence had flocked to his studio to see his St. George, the masterpiece of this great artist. Princes, dukes, lovely ladies, vied with each other in praising the work. One day a student stood with fixed eyes and folded hands before the St. George. He walked from one position to another, measured it with his keen glances from head to foot, regarded it before, behind, and studied its profiles from various points. The venerable Donatello saw him, and awaited his long and absorbed examination with the flattered pride of an artist and the affectionate indulgence of a father. At length Michael Angelo, for that was the student's name, stopped once more before it, drew a long breath, and broke the profound silence: "It wants only one thing," muttered the gifted boy. Years passed on; Donatello knew the mighty genius of Michael Angelo. The young artist had gone to Rome, and the old man lay on his dying bed in Florence. "But one thing;" amidst the murmur of applause which fell on his ear from all sides there came the whisper, "It wants only one thing." "What can it be?" Michael Angelo was sent for.

"I am going, Michael; my chisel is idle, my vision is dim; but I feel thy hand, my noble boy, and I hear thy kind breast sob. I glory in thy renown. I predicted it, and I bless my Creator that I have lived to see it; but before I sink into the tomb, I charge thee, on thy friendship, on thy religion, answer my question truly."

"As I am a man, I will."

"Then, tell me, without equivocation, what it is my St. George wants."

"The gift of speech," was the reply.

A gleam of sunshine fell across the old man's face. The smile lingered on his lips long after he lay cold as the marble upon which he had so often stamped his genius.[1]

Gentlemen, to this statue, which remains the admiration of posterity, no human power could give the gift of speech; but it is given to us to confer on many a deaf child this great gift, and until we have done so to as many of the deaf as are capable of receiving it, we have fallen short in our duty.

The following were the German schools visited by Mr. Addison and myself during the early summer of 1904:

Frankfurt-on-Main (Director Vatter).—A large, well-appointed school of forty pupils. No weak pupils are admitted. The method is "pure oral" in almost the literal sense. The school course is eight years. There are no day scholars, all being resident. About 27 per cent. are semi-deaf, but no acoustic training is given. Certainly no aids to hearing should be used here, for Vatter has the voice of a lion. The speech and lip-reading are both very good. The cost per head is £50 to £55 per annum.

Munich Institution (Director Köller).—One hundred pupils. There are twelve day scholars here, the rest are residential. Twenty per cent.

[1] This Donatello incident is almost a *verbatim* extract from the *Scottish Annual.*

are semi-deaf, and are taught by a special method, by which the pupil watches the lips of the teacher in a mirror whilst the words are spoken loudly in his ear. This produces excellent speech and lip-reading in these semi-deaf children. The Director would, if possible, have a separate school for these semi-deaf children, as they are influenced for the worse by association with the totally deaf. He thinks the mirror method improves the intelligence of dull pupils. Except amongst the semi-deaf, the speech in this school is not specially good, and a good deal of gesticulation goes on. The Director thinks the speech of the children improves after they leave school, unless where they congregate in unions in large towns. In the country, where they are compelled to mix with the hearing, speech and language improve in after life. Professor Bezold carries out very careful testing of the hearing power in this school.

Vienna Royal Institution (Director Fink).—Eighty-three pupils, eighteen of whom are day scholars. Twenty-five to 30 per cent. are semi-deaf or have vowel hearing. In the school these semi-deaf and semi-mute children are easily picked out by their good speech and intonation. Both the children and the teachers sign a good deal in the schoolroom. The school course, as elsewhere in Germany and Austria, is eight years, and the cost per head is £40 per annum and over.

Vienna Jews' School (Director Brunner).—One hundred pupils, twenty-five of whom are semi-deaf and semi-mute. Here, again, the speech of these latter is much better than that of the rest of the school. remaining hearing is exercised by Urbantschitsch's "Harmonica," with the result that hearing, or at least the appreciation of sounds, improves.

Wiener Neustadt.—Seventy-eight pupils. Here, again, Urbantschitsch's "Harmonica" is used to improve the hearing of the semi-deaf. A nurse treats the actively diseased ears. The building is situated in the country, and is new and very well appointed. The cost per head is £37 per annum.

Dresden Institution (Director Stötzner).—Two hundred and thirty pupils, 33 per cent. of whom hear vowels and words. Within one building the children are classified in "A," "B," and "C" classes. The "C" class is composed of weak-minded children, and comprises about a fifth of the whole school. The proportion of the semi-deaf and semi-mute is much higher in the "A" classes, and here the speech is much better. All the semi-deaf go into the "A" classes. The Director thinks all but the "C" children can be fully educated orally. The cost per head is £42 10s. per annum. The Director thinks his school too large, and would favor smaller buildings.

Berlin Royal Institution (Director Walther).—Eighty-six pupils, with only 10 per cent. of semi-deaf, because in Berlin most of these attend special classes in the hearing schools. On the whole, the speech and lip-reading here are poor, and the intonation of the voice is poor. The highest class, however, has good speech, and the children in it are very intelligent, though only two or three members in it have well-intoned voices. M. Ferrari, of Sienna, a well-known Italian teacher, was visiting this school when we were in Berlin. Ferrari has recently seen the schools of the United States. He holds that the pure oral system is the best, and that language develops as far under it as under the finger or any combined method.

Hamburg Institution (Director Söder).—One hundred pupils, about half of whom are day scholars.

The Danish system or plan of educating the deaf has been discussed so fully that any details with regard to individual schools is here unnecessary. The visit to these schools and to those of Schleswig were paid in May, 1905. A word here as to the history of deaf-mute education in Denmark may be valuable, as it shows how the Danish classification came

about. In 1787 Pfingsten, a peruke maker and musician, commenced a small private school for the deaf in Lubeck. Later this was transferred to Schleswig. About a hundred years ago Dr. Castberg was deputed by the Danish Government to visit the chief schools in Europe and report. He spent a long time at the Paris Institution, and on his return the Royal Institution at Copenhagen was founded, and the method adopted was finger-spelling and writing. This was in 1807.

It was not till 1850 that an oral school was founded in Copenhagen. It was founded for the uncongenitally deaf (the semi-mute and semi-deaf). In 1881 these two Copenhagen schools were found insufficient for the accommodation of the deaf children of Denmark. A new Royal Institution was therefore built at Fredericia, and Mr. Jorgensen, formerly a teacher at Copenhagen, was appointed the superintendent. This school was taught by the oral method. In 1891 the oral school for the semi-deaf at Copenhagen was removed by the State to Nyborg, and thus the present distribution of schools in Denmark was completed. The present head of the Nyborg school is Mr. Forchhammer, perhaps the most scientifically-minded teacher of the deaf I have met in any country. Quite lately I wrote Mr. Forchhammer regarding certain points in the Danish system or plan of education, and as I have said so much in favor of Danish classification I think it worth while reproducing his reply:

DEN KGL. DOVSTUMMESKOLE,
NYBORG, *7th August, 1906.*

DEAR DR. LOVE: It is a pleasure to me to answer your questions concerning the instruction of the Deaf in Denmark.

1. The cost per capita per annum is slightly different in the various schools in our country. It averages, however, at about £45 at the present moment. It has been constantly increasing.

2. There has been compulsory education of the deaf in Denmark since 1817, after the child has reached its eighth birthday. The school time is eight years.

3. A private oral school (Prof. J. Keller's) made, in 1860, an agreement with the Government to accommodate a certain number of State pupils, mostly semi-deaf-mute, who were to be taught orally, as that method would be more beneficial to that class, instead of placing them in the Royal Institution in Copenhagen, which used manual methods exclusively. This institution proving later to be too small to accommodate all deaf pupils of school age in the country, the Government erected a new institution in Fredericia, where Prof. G. Jorgensen became principal, and the best part amongst the congenitally deaf were placed there and taught orally. This institution was opened in 1881, and was enlarged ten years later, when the Ministry for Public Instruction resolved that two-thirds of the congenitally deaf—the best and medium gifted children—ought to be educated orally (as the result with the best of the congenitally deaf had proved very satisfactory). After that time it is only the less intelligent (one-third) part of the congenitally deaf that is sent to the Copenhagen institution and educated manually. Keller's private school was transferred to Nyborg in 1891, and became from that time a State institution, and all the semi-deaf-mute continued to be placed there.

4. It may be said that almost all our former pupils use their speech as the essential means of communication with those around them, which statement is also corroborated through the answers in blanks, which are filled by the parochial clergymen in all towns outside Copenhagen and returned to the deaf schools annually. There may be some few instances where a former pupil supplants [supplements?] his or her ineffective speech with signs, if constantly living among others educated after the silent method; however, such instances are almost unknown.

5. We have [at Nyborg] several pupils we wanted to place in a special department for slow or feeble-minded deaf, if such was at hand. But they ought to be taught orally also in such a department for backward deaf children, owing to their generally having a considerable amount of hearing. Our wish here is that we could classify our semi-deaf and semi-mute, and have two parallel groups—"A" class and "B" class—similar to what is practised with the congenitally deaf.

With kind regards, yours sincerely,

G. FORCHHAMMER.

DR. J. KERR LOVE,
Olrig, Pollokshields, Glasgow.

The following American schools were visited by the writer during May, 1906:

Pennsylvania Institution, Mount Airy, Philadelphia (Principal, Dr. Crouter).—Five hundred and ten pupils. Here the system of education is oral in 94 per cent., only 6 per cent. being regarded as unfit for oral training. The general intelligence of the school is very high. The speech of the semi-deaf and semi-mute is very good, and the lip-reading of the school is very good. The children are bright and anxious to talk. The speech of the totally deaf is also good, but of course their voices are not so well intoned as those of the semi-deaf. Many of the deaf-born are very bright and intelligent. The school course is ten to twelve years. The cost per head is £60 per annum. The trades department is the best I have seen anywhere, and is probably the best in the world. Here are some of the items of work done by the pupils in the year 1905. The class in baking made all the bread consumed, some 120,000 lbs., all the buns and biscuits, and all the plain and fancy cakes. The class in plastering and stonework repaired the ceilings and walls in various parts of the buildings, built two large closets, rebuilt a culvert and retaining walls of the stone bridge on the main drive, &c. The class in woodwork wainscotted several large rooms and a hallway, refitted the shoe shop, made a number of closets, bookcases, large chairs and settees, laid flooring, put up partitions, brackets, or steel ceilings in various parts of the buildings. The classes in tailoring, dressmaking, and shoemaking attended to the usual sewing of the household and provided all the shoes required for the year's wear.

Home for the Training in Speech of Deaf Children before they are of School Age. Bala, Philadelphia (Principal, Miss Garrett).—Sixty-two pupils. Deaf-mute children are usually of poor parentage, and no attempt is made to begin their education till they enter the institutions at 6 or 7 years old. Between the ages of 2 and 7 the hearing child is rapidly developing, the deaf child is at a standstill, and I have shown that as a consequence the deaf child's head is smaller than the head of the hearing child. This school takes the child at 2 or 3 years, and educates him by the oral method till he is able to enter the schools for the hearing. It must, therefore, be considered apart and not compared with other American schools. I found the children very anxious to talk to me; they spoke and lip-read very well. Altogether, I thought Miss Garrett's work admirable. I think it is sure to be copied in other countries.

Gallaudet College, Washington, D. C. (Principal, Dr. Gallaudet).—One hundred students. This is really a university for the deaf, and its students are the best from the deaf schools of America. The College grants degrees, and has demonstrated that many of the deaf are capable of high intellectual work. The combined method is followed here, but there is very little oral training carried on. In America where both systems exist side by side, the one college which exists must, of course, use the combined method. Some of the orally taught deaf of America go to the ordianry universities. I should rather see special arrangements made at the existing universities of our own country than see colleges for the education of the deaf founded.

Kendal School for the Deaf, Washington, D. C.—Fifty pupils. Contiguous to Gallaudet College, and under the care of Principal Gallaudet. There is hardly any oral training in this school, and I saw no proof that the school produced either specially intelligent or particularly good language pupils. The classes are small.

Belleville Institution, Ontario, Canada (Principal Mathison).—Two hundred and fifteen pupils. This is a "combined" school, and but little oral work is attempted. The course is seven to eight years. Canada is peculiarly fitted for the deaf-mute. It is labor which is wanted there more than anything else, and, during the short school course existing at Belleville, it is possible to make the deaf child fit to earn a living with a certainty not known in Britain. The school course is too short for anything but the production of wage-earners, and the classes are too large. But the Principal accomplishes his avowed object, viz., to make his deaf children earn a living in a country where labor is plentiful and workmen scarce. Aside from the question of system, the school is one of the best managed on either side of the Atlantic. The cost per head is £43 per annum.

Horace Mann School, Boston (Principal, Miss Fuller).—This is a day school of one hundred and fifty pupils. This is a school for the semi-deaf and semi-mute to a larger extent than any I have seen. Many of the pupils have been at "hearing" schools, and have come to this school afterwards. The general intelligence of the children is good, and, at least in the higher classes, the speech and lip-reading are good. At a small school, near Boston, young children are boarded in a family home, and taught after the manner adopted by Miss Garrett. A few day scholars also attend this school.

Clarke School for the Deaf, Northampton, Massachusetts (Principal, Miss Yale).—One hundred and fifty pupils. This is a typical oral school. The course is ten to twelve years, and some of the pupils go to the universities for the hearing. None go to Gallaudet College. The speech and lip-reading right through the school are good. The intelligence in the Primary Department is good; in the Intermediary Department, a little disappointing;[1] but in the Highest or Grammar Department, again, very good. I thought I detected in the Intermediary Department the effect of pure oral training in the form of a lagging behind of the general intelligence, but after the sixth school year this had disappeared, and in the highest classes I was favourably impressed with the ultimate effect of oralism. Here, as elsewhere, the semi-deaf are easily picked out, and the proportion of them increases as one gets to the highest classes. The cost per head is £60 per annum.

Washington Heights Institution, New York (Principal Currier).—Five hundred and eight pupils. This is a "combined" school, but the principal describes himself as an "eclectic," and the school is one in which a classification is carried out to some extent, viz., some of the semi-deaf and semi-mute are in separate classes, and are taught by the oral method alone. The principal thinks all the semi-deaf and semi-mute, however dull in intellect, should be taught orally. He advocates the practice of speech also on hygienic grounds, and believes that speech by the deaf diminishes consumption amongst them. The discipline of the school is excellent. A special feature of the work is the thorough drill to which the boys are subjected, and which, I have no doubt, makes them healthier and more manly American citizens. The school is one of the most interesting in the Eastern States, and is magnificently appointed. The cost per head per annum is £67 10s.

Lexington Avenue School for the Deaf, New York (Principal Gruver.)—Two hundred and eighteen pupils. This is an oral school, composed of the same material as the Washington Heights School, viz., the dumpings of all the nationalities of Europe. The system is oral, so there is no attempt to deal separately with the semi-deaf or semi-mute. There are about 10 per cent. mentally deficient children, but the principal says these would fail under any system. The speech and lip-reading are good, the intelligence of the children is good, in the higher classes very good—better, I think, than in the higher classes of "combined" schools. The cost per head per annum is £60.

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[1] This criticism is as we feel hardly justified, for we know no school where the intermediate work on every count is of a higher order than that going on at Northampton. In the nature of things, intermediate work is unfinished work, and, unless deception is practised to hide them, with all angularities and lacks prominently in evidence. It is largely constructive and drill work, which work is rarely understood by the layman, either in its meaning or its indispensableness, and which in its true excellence can only be appreciated when seen through professional eyes.—EDITOR REVIEW.

CONTEMPORARY THOUGHT.

A KINDERGARTEN FOR CHILDREN WITH ABNORMAL SPEECH.

Abnormal conditions of speech are much more common than is generally supposed, and their hurtful consequences show themselves in many fields of human activity. Thus, in the German Empire there are about a quarter of a million school children with abnormal speech and at least ½ million persons suffering from the same defect. So far, very little has been done to remedy the evil, as the number of specialists in this special line is much too small. It is true that the courses for stuttering school children, which have been introduced everywhere in Germany, have done some good, but have by no means realized all the expectations, as the number of stuttering children is still very large.

The evil can be successfully remedied only if every physician and every teacher possesses the necessary knowledge of the physiology of speech. To reach this end it would be sufficient if for half a year, say two hours a week, lectures were delivered at the universities and normal schools connected with practical exercises in the polyclinic. That it is possible for teachers having a knowledge of the physiology of speech to cure their pupils who are suffering from abnormal speech, is shown by the following well attested case: Four stuttering children had been placed in the middle class of a public school with about 60 pupils. The teacher made the request not to place these four children in the stuttering course, but to turn them over to him for an attempt at cure. This was done, and even before the short summer half year was over, all these four children were completely cured, without any interference with the instruction of the other pupils. The teacher had acquired his knowledge of the physiology of speech altogether by private study; but it should be stated that he was an unusually intelligent and energetic man. Many a year may pass, however, before the German authorities become thoroughly convinced that a knowledge of the physiology of speech is absolutely indispensable both for teachers and for physicians. There are (counting in Austria and Switzerland) more than 30 universities where German is the language of instruction, and in all these universities there is only *one* professor of hygiene of speech.

From the modern hygienic point of view the *prevention* of diseases appears more important and easier of accomplishment than their *cure,* and the same law should apply to disturbances of the speech. Apart from the personal instruction by parents and teachers, and public instruction by popular lectures on the subject, a point that should not be overlooked is the educational influence exercised over the small children who are not yet of school age. Attempts were made to place such children in a well-conducted kindergarten, but the result did not come up to the expectations. Then, the conviction gained ground that children with abnormal speech of the age of four to six years should be placed in a special kindergarten conducted by persons specially trained for the purpose. Under the head *"defective development of speech"* there should be included all those cases where children of the age of three to six, who either cannot speak at all, or who show a retarded capacity of speech. The principal causes to be considered are: 1. Deafness, and difficulty in hearing. 2. Blindness, or disturbances of the sense of sight. 3. Idiocy. 4. Imbecility. 5. Weak mental capacity. 6. Retarded mental capacity caused by chronic diseases (especially rachitis and scrofula). 7. Earmuteness. In view of the fact that these causes frequently do not work individually, but in manifold combinations, it will easily be understood that a knowledge of the cause of the retarded development of speech cannot be gained by the teacher during the hours of instruction in class or by the physician during office hours, but that a long and careful observation of the child is necessary; and this will be done best in the kindergarten, where the child, after it has once become at home, shows itself perfectly natural. At last the hope was realized. A young lady in Frankfort-on-the-Main, who for several years had, simply from love for the work, labored in kintergartens, declared her willingness to establish a kindergarten for young children with abnormal speech. Although she had never passed an examination as a kindergarten teacher, she possessed all the necessary qualifications, and was besides a highly intelligent and educated lady. A room was freely placed at her disposal, and on the 17th of October, 1905, the kindergarten was opened with five little children. The children came three times a week, from 9 to 12 a. m., and at Easter, 1906, the number had increased to 16, so that an assistant had to be appointed.

The children treated were six girls and ten boys. As a first attempt, the experiment must be considered successful. Four have so far advanced that they will be able to enter the public school at Easter, 1907; some others give fair hope that possibly somewhat later, they will be able to do the same. Several children were actually found to be deaf, and were turned over to an institution for the deaf; whilst some had to be placed in institutions for idiotic children. Without the careful observation in the kinder-

garten *all* these children would have been considered as defective in speech and been treated accordingly.

Great practical experience could of course not be gathered in a short half year. Only one thing should be mentioned as of practical importance. The question whether stuttering children should be admitted to the kindergarten was a delicate one. It is a well-known fact that stuttering is transmitted to normally organized persons by so-called psychic infection. It was decided to accept stuttering children as pupils in the kindergarten, wth the proviso that they should be excluded as soon as it was discovered that they exercised a hurtful influence on the other pupils. Fortunately, this fear proved unfounded. The stuttering children were treated in this manner, that in the beginning no attention was paid to their disturbance of speech, and that at the same time they were, as far as possible, not given any opportunity for spontaneous speech. When they sang or talked in chorus with the other children the stuttering did not show itself at all; and thus these children were quickly improved or healed by "autosuggestion." The reason why they did not infect the other children was probably this, that they hardly ever were left to themselves, but were in constant mental contact with the teacher. They hardly ever found time to converse among themselves, because, so to speak, they had always something more important to do. If such children were allowed to have free intercourse with each other, the danger of infection would be very great.

The establishment of kindergartens for quite young children with abnormal speech may therefore be recommended. The following rules should be guiding:

I. The following staff is necessary: 1. A trained kindergarten teacher who at the same time has a good knowledge of the physiology of speech, to be the Directress of the institution. 2. A physician as medical adviser and for the steady control of each individual pupil. For permanent assistant a lady studying the kindergarten system, or an intelligent servant girl. All the adults serving in the kindergarten must be absolutely free from neurasthenia.

II. It is sufficient if the kindergarten is in operation three times a week, during three hours in the forenoon.

III. The number of pupils should not exceed 12 to 15.

IV. The kindergarten exercises are conducted according to the approved Froebel method; and special stress is laid on all the coördinate movements (walking, running, manual skill, singing and talking). The physician has speech-exercises in another room with children who are advanced enough for it.

V. Stuttering children should not be excluded, but must be carefully watched and be kept particularly busy.—[After Dr. Knopf in "Medizinish-padagogische Monatsschrift für die gesamte Sprachheilkunde."]

BACKWARD DEAF CHILDREN AT SCHOOL.

What *mental* injury does the lack of hearing cause in deaf children in general, and in backward deaf children in particular? Mental life awakens in the little child as soon as it is stirred by the activity of the senses. The sense of hearing soon asserts itself. Even after the first quarter of a year the child listens to the voices of its surroundings. It hears the lullaby of the mother, the sonorous voice of the father, the childlike voices of its brothers and sisters, and endeavors to utter babbling sounds. As the sense of hearing continues to develop, the child finds it easier to speak the words after the father and mother; and especially the older brothers and sisters endeavor to elicit sounds from the little being in the cradle.

Following this, there begins what may be termed the "question-period" of the children. The great thirst for knowledge of the child makes it ask a thousand questions of the mother—"What is this?" and "Why is it thus?" etc. What an enormous amount of knowledge does the child now receive in its mind! Thinking, properly so-called, begins, the memory gains in strength, and the child begins to reason. Many unnumbered hours of private instruction does the mother give to her hearing child when she plays, speaks, and sings with it. Therefore Jean Paul says in his "Levana" that "a circumnavigator of the globe does not receive as much knowledge from all the nations he sees as from his nurse;" and, in another place, "that a child during the first three years of its life learns more than an adult person during a three years' academical course."

Immanuel Kant, the greatest German thinker, says of the qualities of the senses: "Which is the more important and necessary of the two senses, hearing and sight? The sense of hearing; for without hearing a person could have no ideas. It is a difficult matter to teach the deaf to speak, and they never acquire such ideas as those that can hear, although we have institutions for the deaf. We find this corroborated, amongst the rest, in conversation. All blind persons, when they get old, seem always happy and glad to talk, whilst old deaf persons are invariably suspicious and downcast."

Professor Preyer says: "The intellectual backwardness of persons deaf from birth, over against those born blind, shows the superiority of the ear over the eye."

Then, it must be remembered that a great many of the pupils in institutions for the deaf suffer from other defects than deafness—that in many cases they were born from sickly parents and those suffering from alcoholism. Many deaf enter the institution mentally retarded, often physically neglected, and, owing to wrong education in the parental home, terribly obstinate and wayward. It is, of course, a great misfortune to be deaf, but this misfortune

becomes doubly great when accompanied by mental backwardness. These backward children are the very ones to which the teacher of the deaf should devote most time and greatest effort. In the instruction of the deaf the teacher should invariably keep in mind three points: 1. To further the pupil as regards the technical side of language. 2. As regards the ideas conveyed by language. 3. As regards the grammatical side of language. In other words, the deaf pupil should learn to speak correctly; he should get clear ideas, and be able to express himself regarding these ideas with grammatical and logical correctness.

When the pupils have advanced so far as to pronounce words the instruction in ideas commences. The child must be accustomed to connect an idea with the spoken word. Only thus it learns to use the mother tongue to advantage. If we take into consideration the circumstance that the backward deaf pupil, at the beginning of object instruction, is still on a very low mental level, we really expect too much from him if we expect him to distinguish ideas representing objects, actions, and qualities. As in this grade technical speech still offers considerable difficulty, the constantly progressing instruction in ideas must naturally suffer. How often does it happen that the daily, weekly, and monthly task is not accomplished because the backward pupils are a drag, and can often retard a whole class for months! In the higher classes these difficulties make themselves increasingly felt. The backward pupils should, therefore, as far as possible, be instructed in separate classes, or, better still, in separate institutions. There are, of course, many difficulties in the way, but this ultimate object should not be lost sight of. Under any circumstances, large classes should be avoided, and a class numbering more than 10 pupils should be subdivided in parallel classes. With more than 10 pupils the teacher of articulation will never accomplish much, because he cannot devote sufficient time to each individual pupil for eliciting and correctly pronouncing sounds, and because there is no time for practice and for firmly grounding what has been learned. Without constant and thorough practice, nothing certain and lasting can be accomplished.

If possible, uniformity of age in the classes should be aimed at, and no pupils should be admitted before the finished seventh and after the finished tenth year. In order to avoid the overburdening of teachers and pupils, the number of hours of instruction should not exceed 24 per week. The pupils, but more especially the backward ones, should be educated practically for work. Their tendency is more toward practical work than toward mental exertion. The will power should be strengthened by an endeavor to counteract the bad characteristics of the pupil by kind but at the same time firm treatment.—[After G. Krieger, Strassburg, in Blätter für Taubstummenbildung.]

THE INSTITUTION PRESS.

THE MEXICAN SCHOOL FOR THE DEAF.

Mr. Orson Archibald, who returned last week from a three-months' sojourn in Mexico, had a most delightful trip and many interesting experiences while in the country of our neighbors on the south. There was nothing that interested him more in that land of strange people and stranger customs than his visit to the Escuela par Sordo-Mudo (School for the Deaf) in Mexico City.

This school he found to have seventy-one pupils, some of them of pure Spanish descent, some of the mixed Mexican race, and others pure Indians. The boys and girls had separate schoolrooms, and the former were taught by men and the latter by women. There were eight teachers. Professor Daniel Garcia is the principal, and treated Mr. Archibald with the most distinguished consideration. He conducted him through the school, visiting each class and seeing the work, and even held the pupils to their tasks an extra hour that his American visitor might have the fullest opportunity to inform himself as to their methods and results.

The Mexican school is conducted on the pure-oral plan. Signs were not allowed, and there did not seem to be any disposition on the part of the pupils to use them. Tests sufficed to show that they have no knowledge of a systematized sign-language such as is used in the United States.

Professor Garcia is educated in English and conversed freely with Mr. Archibald (who is a semi-mute). He stated that the pupils of average ability in his school are retained there for five years, at the end of which time they leave the special school and enter schools for the hearing. From that time on their education is carried on with the hearing, and they are supposed to continue their studies and recitations by speech and speech-reading. The results of their teaching, as seen in the school, seemed to be very good, and it is possible that they are able to send pupils to schools for the hearing to the pupils' advantage. However, in this country it is not thought that any number worth consideration of deaf persons can successfully prosecute their studies in a school for the hearing.

Mr. Archibald was very favorably impressed with the school and the work that was done there, and was particularly pleased with his gracious reception and the evident desire to show the methods and the results of the work.—[Silent Hoosier (Ind.).]

SHOCKED BY SIGNS.

We were shocked twice this summer; and it takes a good deal to shock us now that we have been in the company for twelve years. And worse still, we were shocked both times by the sign-language; we thought we had handled that long enough till no statement could daze us. The first quiver ran over us when none other than the eminent Dr. Westervelt stated that he had deaf pupils in his school who did not use the sign-

language because they did not know a single sign. That is a sanctum sanctorum to which we never dreamed it possible to come. We had thought that when the day came in school when our pupils, of their own free will, make English their medium of communication outside of the schoolroom, the goal of our system had been reached. We had never thought that possibly some day by the system we are using here we might create a new species—a deaf person without a knowledge of the sign-language. There is some argument after all in having the chapel exercises held in the sign-language.

The other statement that moved us was that the normal students in Gallaudet College spent one hour a day "being taught" the sign-language. Our understanding of the normal course is that it trains teachers to enter the work of either department of a combined method school and long ago, we believe, a majority of the best educators of the deaf have come to the conclusion that a knowledge of that language is not a qualification necessary to a teacher in either department. Then where is the wisdom in spending five hours a week upon something that can never be used in the schoolroom? Some may attempt to draw a similarity between this case and that of teaching Bell's Visible Speech to teachers in the oral work; but the cases are entirely unlike. The last thing we would care to do is throw the slightest shadow across the work being done in Washington, even if we could—its reputation has been established and is being improved from year to year, but we believe in this minor work they are making a mistake.—[Palmetto Leaf (S. C.).]

THE FORWARD ADVANCE OF THE EDUCATION OF THE DEAF.

Those who are in a position to be best informed as to the progress of the education of the deaf can but feel encouraged at the pace our profession is making along with the advancement of other branches of public education all over this broad land of ours.

In fact the same spirit that incites the one to go forward inspires the other. As a rule there are no better equipped institutions for educational purposes in any State than the schools for the deaf, and those erected during recent years are models of modern educational buildings. The courses of study are being raised higher from year to year and the demand for better teachers is in a proportionate increase. Then again the public generally is taking more interest in our profession, and we are glad to know that our work is being appreciated and encouraged by all educators. We should feel proud of the opportunity that is ours and press forward in the work that we have undertaken.—[Deaf-Mutes' Register (N. Y.).]

Albert Pierce, formerly one of our pupils, graduates from the Leadville high school in June. Albert stood third in his class with an average of 86.35 for the five-year course. Albert lost his hearing when eleven years old and has always retained his voice, and with the training in lip-reading he received from Miss Griffin, while in her class, and with the encouragement of his mother and the help of his fellow students who

have shown themselves always willing to aid with notes and otherwise, and above all his own hard work, he has been able to make the course with credit and honor to himself and the school.

In a letter written in reply to Mr. Argo's inquiry as to "how he did it," he says: "The secret for a deaf person, if he wishes to get along successfully with hearing people is to work hard, be cheerful and forget his handicap. He must keep abreast of the times, associate with hearing people, do what they do, think what they think, and above all he must not be sensitive in regard to his affliction. He can not help being deaf, so what is the use of worrying about it? Rather he should devote his energies to the improvement of his other faculties."—[Colorado Index.]

A superintendent of one of the larger schools said the ideal class in a school for the deaf would be a teacher for each pupil. What a great failure this arrangement would be if that teacher were not just the right one for that particular pupil. The question of assignment of classes is one of the difficult propositions that confront superintendents and principals, and in a corps of a dozen or more teachers there is always one or more classes less desirable than many others. The question who shall have these classes, must be decided and usually has to be done without consulting the individuals who are to take them. The question to be decided is what assignment is best for the entire school, and when that question is settled there should be no other influence brought to bear upon the subject. The question that stands out above all others is this: The school was created for the *deaf children* and *not* to furnish places for those who need a place, or who for some reason want to teach.—[E. McK. Goodwin in The Deaf Carolinean (N. C.).]

A committee consisting of Superintendent R. O. Johnson, of Indiana School, Dr. A. G. Bell, and Edmund Lyon, of Rochester, was appointed at the Pittsburg Convention to take up the matter of having teachers of the deaf included among the beneficiaries of the teachers' pension fund recently established by Andrew Carnegie. This committee should receive the encouragement and help of every member of the profession.—[Illinois Advance.]

The committee can depend upon the entire and undivided support of the teachers of this school in the above-mentioned cause.—[Utah Eagle.]

The number of oral classes has been increased by two, and all the new pupils are to be placed under oral instruction for one year, or for as long a part of the year as there seems to be any hope of their profiting by such instruction. This places our school squarely on the platform having for its foundation the famous Berkeley Resolution, and it is a commendable advance along the line of the broadest and most advanced modern ideas of educating the deaf.—[The Companion (Minn.).]

EDITORIAL COMMENT.

THE DOUBLE-HAND ALPHABET.

By courtesy of Mr. William Wade, the philanthropic friend of the deaf-blind of the country, and of the South Dakota Advocate, we are enabled to present a copy, reduced for our pages, of the beautiful plates of the double-hand alphabet and its variants as compiled by Mr. Wade. We are glad to do this, for we believe so long as this alphabet is in use that it should, for obvious reasons, be standardized, and we, and we believe all others interested, are willing to trust Mr. Wade with the work of selection and compilation, to the end that the best form of the alphabet shall be adopted and come generally to prevail. It has long been our conviction that the double-hand alphabet should have a place and a use in the manual work in our combined schools, and for this reason, if for no other, that the alphabet is the one commonly used in the hearing and speaking world. It is scarcely an exaggeration to say that nine persons out of ten who use readily either alphabet use the double-hand, and this in spite of the fact that there exists no such propaganda of it as is constantly working for the spread of the single-hand alphabet. The learning of the double-hand alphabet in the hearing world seems to be an act of spontaneity or of proceeding along a line of little resistance. It would seem that there must be a reason, a reason worth seeking out and considering, for this spontaneous and general choosing of the double rather than the single-hand alphabet by the hearing. We believe the reason to be this: It is much the more easily read—in fact, reading it is no effort at all—and it requires but a modicum of practice. The single-hand alphabet, on the contrary, is difficult, even for the expert, to read; indeed, we have known teachers who have used it constantly in their school work for forty years wholly incapable of reading it except as it is made slowly and very plainly. The letters are small, and their differentiations are smaller—in truth, in rapid spelling, the latter, if they exist at all, are so confused that they fail wholly to be distinguishable, and expert readers become such only as they become word-readers, words furnishing the dis-

DOUBLE-HAND ALPHABET

A
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E
E
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G
H
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Q
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Y
W
W
W
Y
Z
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Z

tinguishable differentiations that the letters fail to furnish. The double-hand letters are large, and their differentiations are correspondingly large. Doubling the diameter of a circle squares its area. So it may be conceived that the doubling of the hand content of a letter and of its movement multiplies its size and the area of its action by four, and as between letters, all differentiations are increased in equal ratio, making them thus perfectly legible, no matter how little the care or how great the speed exercised in their use. There is little doubt in our own mind that if the two alphabets were put on an equal footing, and used say alternately in a school in the conduct of class exercises and of chapel service, the double-hand alphabet would quickly win a large degree of favor, if, indeed, it did not displace the single-hand alphabet altogether. And again, as between the double-alphabet and signs, the latter might not have an easy task to maintain its hold on the affections of the deaf, for they would be read with equal ease, and the alphabet would have all the advantage of symbolizing the, in all other respects—at least for the intelligent deaf—superior language. In this connection we are reminded of two occasions at which we were present where deaf audiences were addressed by English deaf missionaries. The addresses were given from beginning to end in the double-hand alphabet—without a single sign interpolated, so far as recollection serves us—being translated into the sign-language for the American deaf by English-Americans familiar with both languages. Now, we do not know that this exclusive use, or even any large use, of the alphabet is typical of the common practice in preaching and lecturing to the deaf by English deaf missionaries, but it would be hard to imagine any one of our own American deaf missionaries, in a like situation in England, using any language or form of language that did not include signs in great number, and still harder to imagine one spelling by the single-hand alphabet through an entire address. F. W. B.

THE REPORT OF THE SEVENTH SUMMER MEETING.

As was stated in our last issue, the coming February number of the REVIEW will be devoted to the publication of the complete report of the Seventh Summer Meeting. On account of its expected bulkiness, it will be considered a double number, to take the place of the regular February and April numbers.

DR. CROUTER ON ORAL CHAPEL SERVICES FOR ORALLY TAUGHT CHILDREN.

We give below an extract from the last annual report of the Mt. Airy school setting forth the practice of that school in the conduct of its religious instruction and chapel services. With the rest, Dr. Crouter gives his deliberate opinion upon the question of an oral chapel service for the orally trained deaf, and to the effect that such a service is both practicable and profitable. With long and varied experience, first in the use of the sign-language, then of the manual alphabet, and finally of speech in conducting chapel services, he speaks with full knowledge of every phase of the subject, and his convictions, hence, carry the force of authority. And it will be a matter of no small satisfaction to all sincere friends of the deaf that this authority is so positively confirmatory of the broadest, highest, and worthiest possibilities in the work of their education. The possibility of a profitable and enjoyable oral chapel service for orally taught children being thus authoritatively confirmed, it remains only for our schools generally to bring their work to the standard to attain to this possibility, making it—as it well may be—the final and conclusive test of the adequacy of their methods or systems. Let us then come to this—all in agreement—that, where there is good teaching, the particular language employed in chapel is a minor thing. It is the child in front of the language and the man behind it—the child with capacity to learn and well trained, the man full of faith and light—that are the instruments and avenues of that divine power above and back of all, that works in them and through them both to will and to do of its good pleasure.

"Much attention continues to be given to moral and scriptural instruction through the entire course. Sunday school exercises are conducted from 8.45 to 10 every Sabbath morning; chapel service is held at 11 a. m. and at 7 p. m.; Sunday reading hour is observed from 4 to 5 in the afternoon. All instructors, in turn, are required to take part in Sunday school and Sunday reading work; the men teachers conduct the Sunday morning chapel service, the Superintendent the evening service in the Advanced Department; in the Intermediate and Primary Departments, the chapel services are conducted in turn by the women teachers and by the Principals. A feature of the chapel exercises in the Advanced Department is the use of a simple responsive service by

the pupils. This service consists of a number of prayers, hymns, psalms, scripture selections, etc., compiled by Mr. E. S. Thompson and published in book form, and is found instructive and interesting, and promotive of religious feeling in the pupils. After this responsive service comes an oral address of twenty or thirty minutes in length. It is sometimes claimed that a service of this character cannot be profitably conducted in an oral school. An experience of several years convinces me that it is quite practicable and certainly profitable. Pupils, orally taught, and accustomed through long years of school life to take such exercises from their teachers' lips find little difficulty in understanding what is said to them on such occasions. It is largely a matter of attention and training, and if commenced in the early years of a deaf child's life and continued in an intelligent and rational manner, there can be no question as to the results."

THE PASSING OF THE DEAF TEACHER.

The above subject is receiving more or less discussion in the deaf-mute press, and the thought seems to prevail that the deaf teacher, with the passing of the years and the change from the manual to the oral method in progress in our schools, is slowly passing from the work. Statistics, given elsewhere in this number, would seem to demonstrate this, yet they show that the deaf teacher in reality is passing more as a factor than as a fact; for while, as a factor in the work, deaf teachers formed at one time more than forty per cent. and constitute now less than seventeen per cent. of the entire teacher body, as a fact they are as numerous as they have ever been, the absolute numbers being actually greatest in the more recent years.

The tendency in thinking is to group deaf teachers in a class and to consider them as a distinct body, but they are not such in truth, and should not be considered such in relation to the work. They are individuals, and of varied abilities, just as are hearing teachers, and their passing, or continuing in the work, is purely an individual question, and in the last analysis one of individual capacity to meet requirements and to do good work. But requirements are changing in the changing of the methods of our schools, and the question is—and it will be a new question with every change—has the deaf teacher in any individual instance the capacity to meet the requirements now existing, and that from time to time will come into existence about him?

It goes without saying that the field of labor of deaf teachers is in the main limited to schools under the combined system, hence the combined system is a necessity to them and its success is a matter that is to them of especial, not to say vital, concern. It further goes without saying that the deaf teacher's particular work in a combined school will be manual, and in this work, if it be considered independently of any other work in the school, he may easily have all necessary qualifications to meet the requirements. But the combined system as practiced in our schools is made up of parts, not independent of each other but related, inter-acting, complementary, and, in theory at least, mutually helpful to the attainment of all ends in view. In a word, the combined system is—must be, to have any justification for being—a coöperative system both in theory and in actual practice—this, or it is a failure. And in every instance where it has been a failure, it may be believed that the cause has been the ignoring of the principle with the absence of the practice of coöperation between the parts in the combination. Foreign visitors in recent years have noted the failure of the combined system in schools visited by them to produce results claimed for it and due from it, especially in the oral work observed, and have detected the general absence of coöperation in the practical workings of the system as its greatest weakness. But while having full knowledge of this weakness, we do not concede it as inevitable or incurable. By its very nature the combined system in any school is a complicated thing, and in no part of it, and to no extent, can it be automatic in its workings to the largest and most to be desired accomplishments. It is, as it may be conceived, peculiarly a system requiring a studied, well planned, rigorously administered coöperation in the working of its parts, and especially as such coöperation is centered about the oral work as the work most highly specialized, and hence most sensitive and responsive to every helpful as to every adverse teaching force and influence. The oral work in a combined school, having for its material always carefully selected and sifted pupils, may well be taken, as in fact it is taken, as the barometer of the school as showing strikingly the success or the failure of the combined system as practiced in that school, for if the combined system is a failure in its oral work, it fails of the primary and sole purpose that gave it conception and birth.

But reverting to the original question of the deaf teacher and his passing or continuing in the work, we believe it is, or that it will come soon to be, wholly a question of his individual capacity to contribute to the success of the combined system at its best, and this in turn to be wholly a question of his individual capacity to participate in and to coöperate with, in obviously practical ways, the oral instruction and practices of the school to their larger and surer success, thus, by that success, proving the combined system adequate to its purpose, and so justifying its perpetuation.

F. W. B.

THE SIGN-LANGUAGE—NEITHER A CAUSE NOR A PREVENTIVE OF DEAF-MUTEISMS.

The presentation of the faulty English of a German, or an Italian, or a Japanese, as a proof that the sign-language does not cause the poor English of deaf children, though frequently made, is scarcely to the point. No one who knows anything about it claims that the sign-language *causes*, or *can* cause, deaf-muteisms. In truth, the sign-language is incompetent, a weakling in this as in other respects, and it is just as incapable of initiating, shaping, and confirming wrong forms of language as of correct forms. It may well be doubted if a skilled teacher could, with studied intent, take up a series of deaf-muteisms, and, through the sign-language, teach them to a class not already addicted to them. The task, at any rate, would be a labored and prolonged one as relative to any possible results that might accrue. Deaf-muteisms, whatever their measure or degree, are but, in that same measure or degree, *ignorance of English*, and nothing else; and the all-inclusive deaf-muteism is, therefore, the total ignorance of English of the deaf child upon his entrance to school. But this total ignorance, this all-inclusive deaf-muteism, inasmuch as it antedates the knowledge of signs, cannot, through any process of reason, be accounted an effect of them; much less then can it later, in any of its modified manifestations, be the result of their use. To be sure, the deaf-mute's English mistakes may, in places, be colored more or less with the sign-language idiom, just as a German's or a Frenchman's mistakes in English are frequently very distinctly colored by the German or the French idiom, as the case may be, but in any case the coloring is but an incident and not a cause. It is but

evidence of still remaining areas of partial or total ignorance. But this indictment dismissed on the ground of incompetency, there remains an indictment that stands, and that always will stand, namely: The sign-language *does not prevent* deaf-muteisms. And it should prevent them. It was invented for that purpose, to prevent deaf-muteisms, or, more broadly, to hasten the removal of ignorance of written language—and by men, moreover, who had no other need of it nor use for it. Any other language when possessed by the deaf is invariably a help in the learning of a second language, for, as is well known to teachers, a semi-mute in German, or Italian, or Russian, comes almost at once to the attitude and level of the semi-mute in English upon taking up the study of this language in an American school. The sign-language was devised to take this same part and perform this helping office of a primary language. But it fails of its purpose, and always has failed, and there is no reason to think other than it always will fail of it. Then, so utterly incapable of doing any part of the great, all-embracing work of our schools, in the words of another we ask, *"What have we to do with the sign-language?"* and in his words again we reply, *"As little as possible"*—which, in the light of modern-day possibility and accomplishment, means that we have *nothing at all* to do with the language in any of our schools, or in any part of their work. It is a substitute language, and a substitution of a poorer language for a better one in every instance of its use, and serving the while to defeat, by process of waste by just so much as it is used, the original purpose of our schools as understood by those who established them and by the State which maintains them. The waste from signs in our schools is extravagance—all waste is that—and if waste were a statutory offense, this waste which is so costly to helpless deaf children, not to say to the State, would be criminal. The sign-language meets the deaf child on his own level—that is its chief, practically only, merit, and the fact appeals strongly to a certain class of thinkers—but the trouble is, meeting the deaf child on his own level, it leaves him there, and tends to hold him there, unfortunately on the lowest thought-language level that exists. And if the deaf pupil studied no other language, or through the mediumship of no other language, he would remain on that child-level intellectually, it may be believed, all his days. The language is entertain-

ing, as pictures—and it is a picture language—are always entertaining to children, and likewise to us all of every age, especially when they are endowed with the life and action of moving pictures; but even the most perfect moving pictures must be accounted on a very low plane when considered as an educational force. To claim, then, that the crude, vague pictures of the sign-language are of themselves in any considerable degree educational, is to assert a manifest absurdity.

But we have perhaps said enough to make our point plain—that the sign-language, incompetent to cause the evil of deaf-muteisms, is also incompetent to prevent that evil or to aid in its removal. A cipher thus in our school economy, it exists but as an encumbrance, a thing in the way of another language, and that one always available, entirely adequate, and never other than a positive force, effective *in its every use* in definite and measureable degree of the great purpose of the school, namely, the removal of that all-inclusive deaf-muteism, ignorance of the English language.

F. W. B.

SEPARATE CLASSES OR SCHOOLS FOR SEMI-MUTES.

In some schools the attempt is made to educate semi-mutes along lines set down for deaf-mutes. This is all wrong, as a little consideration of conditions will show. He must be taught as a hearing child; but if, owing to adverse conditions, he must be educated in a class of deaf-mutes, give him special instruction, or your work counts for naught.—North Dakota Banner.

We agree heartily in the above, and can see no logic in the position taken by those who dispute the contention for separate educational provision for semi-mutes with the argument that in many cases where semi-mutes are in the same classes with congenitals the latter conspicuously excel. This being the case, it only serves the more to demonstrate the unwisdom and injustice of the system of classifying semi-mutes thus with congenitals, and carrying on their education by methods unsuited to them, being adjusted to pedagogical needs that, in their major part, have for semi-mutes no existence. As is virtually admitted, the practice is a retarding one in its effect upon semi-mutes, as it hobbles them and slows them down in the race, so that, though far ahead in the start, they come into the last stretch and to the finish holding frequently but a sorry second or third place. In principle

it is the old hare and tortoise race over again, and the practice certainly breeds in semi-mutes who have the least inclination to indolence, anything but those habits of study and of initiative that alone make for education in its fullest and best sense. The wisest professional thought today is in Europe, as we believe it is in America also, being given to the problem of a better, a more rational, and a juster provision for the semi-mute child in our educational systems, and to that extent that there is being advocated not only separate *classes* for the semi-mute and the completely mute, but separate and distinct *schools* for them, with all the numerous and manifest advantages that such separate schools will afford in their organization, administration, and methods, all and severally in exact and economical adjustment in plan and workings to the special and distinct needs of each class taught, thus carrying out the basic principle of the combined system in its most rational as well as its extremest application. F. W. B.

NEW PRINCIPALS.

To the record of changes made in the heads of schools for the deaf, noted in our last issue, should be added the following: Miss Gertrude Van Adestine, formerly of the Calumet, Mich., school, succeeds her sister, Miss Elizabeth Van Adestine, as principal of the Detroit, Mich., school, the latter having resigned to be married. Dr. C. B. Coughlin, of Peterboro, Ontario, takes the place of Mr. Robert Mathison as superintendent of the Belleville, Ontario, school. Dr. Coughlin, though inexperienced in the work, comes to his new position with high endorsements. Mr. Mathison retires after twenty-seven years of successful service to assume the office of secretary of the Independent Order of Foresters. Miss Kate H. Fish, of Gallaudet College, has been chosen principal of the Scranton Oral School, taking the place of Miss Mary B. C. Brown, who retires on account of ill-health. The place of Miss Fish at Gallaudet College will be filled by Miss Annie E. Jamison, of the Mt. Airy, Philadelphia, school. Among those appointed to the position of "teacher in charge" is noted Miss Frances L. Glenn, she taking the place as head of the oral department of the Indianapolis school of Mr. T. V. Archer now of the Morganton, N. C., school. We were in error in our last issue in stating that Miss Alma L. Chapin had been appointed as teacher in charge of the articulation department of the Columbus, Ohio, school. This latter position has not yet been filled.

F. W. B.

STATISTICS RELATING TO DEAF TEACHERS IN AMERICAN SCHOOLS.

The following table, compiled from the statistical tables published annually in the American Annals of the Deaf, Washington, D. C., shows the total number of teachers of the deaf employed in the United States, the number of them who are themselves deaf, and the percentage they form of the entire body, for the several years from 1868 to 1905, inclusive. (See the January Annals for the years 1869–1906.)

Year.	Total number of teachers.	Number of teachers deaf.	Percentage of teachers deaf.
1868[1]	170	71	41.8
1869	187	77	41.2
1870	222	94	42.3
1871	260	110	42.3
1872	271	107	39.5
1873	274	104	38.0
1874	290	98	33.8
1875	321½	111	34.5
1876	304	104	34.2
1877	356	111	31.4
1878	375	116	30.9
1879	388	113	29.1
1880	425	132	31.1
1881	444	147	33.1
1882	481	154	32.0
1883	497	151	30.4
1884	508	155	30.5
1885	540	156	28.9
1886	566	158	27.9
1887	577	155	26.9
1888	606	154	25.4
1889	615	160	26.1
1890	641	170	26.5
1891	686	167	24.3
1892	706	166	23.5
1893	765	169	22.1
1894	784	173	22.1
1895	835	173	20.7
1896	879	180	20.5
1897[2]	1188	210	17.7
1898	1253	223	17.8
1899	1309	243	18.6
1900	1353	223	16.5
1901	1385	229	16.5
1902	1388	238	17.1
1903	1438	241	16.8
1904	1453	231	15.9
1905	1491	252	16.9

[1] Statistics in the Annals for the years 1850 and 1857, give for 1850—total number of teachers, 66; number of teachers deaf, 24; percentage of teachers deaf, 36.4; and for 1857—total number of teachers, 115; number of teachers deaf, 47; percentage of teachers deaf, 40.9.

[2] For the year 1897 and thereafter the figures given in the Annals tables include the industrial teachers in the schools.

The following tables, compiled from the statistics gathered on November 10, 1905, and published in the January, 1906, Annals, give the distribution of deaf teachers in the schools of the United States and Canada, showing the number of deaf teachers and the percentage of deaf teachers as relative to the total number of teachers in each school. The schools are placed in the order of their percentages, grading from the highest to 0.

United States.	Total number of teachers.	Number of teachers deaf.	Percentage of teachers deaf.
Santa Fe, New Mexico, School.....	1	1	100.0
Devils Lake, North Dakota, School.....	10	6	60.0
Salem, Oregon, School.....	11	6	54.5
Cedar Spring, South Carolina, School...	15	8	53.3
Washington, D. C. (Kendall), School..	11	5	45.5
Sioux Falls, South Dakota, School.....	7	3	42.9
Baton Rouge, Louisiana, School.....	14	6	42.9
Raleigh, North Carolina, School.....	12	5	41.7
Guthrie, Oklahoma, School.....	5	2	40.0
Olathe, Kansas, School.....	26	10	38.5
Little Rock, Arkansas, School.....	30	11	36.7
Faribault, Minnesota, School.....	33	12	36.4
Rome, New York, Institution.....	15	5	33.3
Danville, Kentucky, School	35	10	28.6
Boulder, Montana, School.....	7	2	28.6
Columbus, Ohio, Institution.....	52	14	26.9
Omaha, Nebraska, Institute.....	23	6	26.1
Indianapolis, Indiana, Institution.....	36	9	25.0
Flint, Michigan, School	48	12	25.0
Frederick, Maryland, School.....	17	4	23.5
Fulton, Missouri, School.....	40	9	22.5
Berkeley, California, Institution.....	18	4	22.2
Cane Spring, Georgia, School.....	18	4	22.2
Council Bluffs, Iowa, School.....	27	6	22.2
Staunton, Virginia, School.....	18	4	22.2
Romney, West Virginia, School.....	23	5	21.7
Washington, D. C. (Gallaudet) College..	20	4	20.0
Beverley, Massachusetts, School.....	5	1	20.0
Austin, Texas, School.....	42	8	19.0
Jackson, Mississippi, Institution.....	16	3	18.8
Delavan, Wisconsin, School.....	27	5	18.5
Baltimore, Maryland, School.....	11	2	18.2
Rochester, New York, Institution.....	22	4	18.2
Buffalo, New York, Institution.....	22	4	18.2
Trenton, New Jersey, School.....	18	3	16.7
Knoxville, Tennessee, School.....	18	3	16.7
Talladega, Alabama, School.....	20	3	15.0
Colorado Springs, Colorado, School....	20	3	15.0
Edgewood Park, Penn., Institution.....	28	4	14.3
Morganton, North Carolina, School....	30	4	13.3
St. Augustine, Florida, School.....	9	1	11.1
Ogden, Utah, School.....	19	2	10.5
New York, N. Y. (Fanwood), Inst.....	48	5	10.4
Jacksonville, Illinois, School.....	54	5	9.3
Hartford, Connecticut, School.....	24	2	8.3
Philadelphia, Pa. (Mt. Airy), Institution	72	6	8.3
Portland, Maine, School.....	14	1	7.1

United States.	Total number of teachers.	Number of teachers deaf.	Percentage of teachers deaf.
New York, N. Y. (Lexington Ave.), School	32	2	6.3
Northampton, Massachusetts, School	23	1	4.3
W. Chester-Fordham-Brooklyn, N. Y., Schools	50	2	4.0
Mystic, Connecticut, School	7	0	0.0
Malone, New York, Institution	12	0	0.0
Scranton, Pennsylvania, School	15	0	0.0
Philadelphia, Penn. (Bala), School	9	0	0.0
Providence, Rhode Island, School	12	0	0.0
Austin, Texas (Colored), School	13	0	0.0
Vancouver, Washington, School	11	0	0.0
57 Public Schools	1275	247	19.4
55 Public Day Schools	128	3	2.3
16 Denominational and Private Schools	88	2	2.3
	1491	252	16.9
Canada.			
St. John, New Brunswick, School	3	1	33.3
Winnipeg, Manitoba, Institution	10	3	30.0
Belleville, Ontario, Institution	24	5	20.8
Montreal, Mackay, Institution	10	2	20.0
Halifax, Nova Scotia, Institution	10	1	10.0
Montreal, Catholic Male Institute	26	2	7.7
Montreal, Catholic Female Institute	42	0	0.0
7 Schools	125	14	11.2

OBITUARY.

Mr. Elias Hofgaard, the principal of the public school for the deaf at Hamar, in Norway, was accidentally killed by a train on November 15th, 1906, in a suburb of the Norwegian capital, Christiania, the death being instantaneous. The removal of this man from the profession at the age of fifty means a considerable loss to it, as he was both a zealous and wise leader of a school attended only by pupils of poor mental capacity, the C and D children. Best known is Mr. Hofgaard for his successful education of the deaf-blind Norwegian girl Ragna Kaata. Never despairing, he overcame all the hindrances nature had laid in the way, and taught—the first time recorded—a blind-deaf pupil articulation and lip-reading with success, an almost marvelous victory, which greatly influenced the attempts and final results of other educators of that class of children. It is due to his skillful work with Ragna Kaata that Helen Keller was induced, by reading of the case, to

take up the study and training in articulation and lip-reading under Miss Fuller. Thus Mr. Hofgaard's life and activity have not been in vain. Surely his name will always have reserved an honored place in the record book of the education of some of our most unfortunate brethren whose life has, through his and others' zeal, been enlightened. A. HANSEN.

Mrs. Janette Archer, a valued and beloved teacher in the oral department of the Indiana school, and the wife of Mr. T. V. Archer, now of the Morganton, N. C., school, died after a lingering illness, on July 5.

THE SUMMER SCHOOL.

The Committee on Summer School has the matter under advisement as to whether or not a session will be held the coming summer, and a report from it will be made to the Board at its coming meeting in January, when definite action may be expected. Early notice of this action will be given.

It is understood that the Executive Committee is considering the matter of the postponement of the meeting of the Convention of Instructors of the Deaf, appointed to be held at Ogden, Utah, the coming summer, and that definite announcement regarding the matter will appear in the forthcoming January number of the Annals.

The Washington Heights School for Children with Defective Hearing, Mrs. J. Scott Anderson, principal, has been removed from New York city to Swarthmore, Penn. Swarthmore is a suburb of Philadelphia.

Wanted, by an Eastern Oral School, a lady teacher, college graduate and experienced in oral work in advanced classes. Address, "College Graduate," care of F. W. Booth, 1525 35th Street N. W., Washington, D. C.

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Tongue manipulators, used by articulation teachers, for sale. Price, 35 cents each. Address the General Secretary.

Reprints in pamphlet form of "My List of Homophenous Words" (words that look alike on the lips), by Emma Snow, may be obtained through the office of the General Secretary. Price for single copies, 25 cents.

Mrs. Sarah Jordon Monro has revised her "Don'ts" and the "Whys" to be observed in the teaching of speech, recently published in the ASSOCIATION REVIEW, and now offers them, with some additions, in pamphlet form. They may be obtained from her by addressing Room 518, Pierce Building, Copley Square, Boston, Mass. Single copies, postpaid, twenty-five cents; sets of ten copies, two dollars.

Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf, so far as it may be of service to them. The General Secretary aims to keep a list of teachers, and one of Superintendents, belonging to the above classes, ready for use by any person who may write for them.

THE ASSOCIATION REVIEW is a publication of the American Association to Promote the Teaching of Speech to the Deaf. It is sent free to Active Members of the Association. Active membership is obtained upon payment to the Treasurer of the membership fee of two dollars ($2), or its equivalent in foreign currency—8s. 4d. in English money; 8m. 2pfg. in German money; 10fr. 2c. in French money; 7 kr. 50 ore. in Norwegian, Swedish, and Danish money; and 10l. 2c. in Italian money. Postal money orders should be drawn on Washington, D. C., in favor of F. W. Booth.

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